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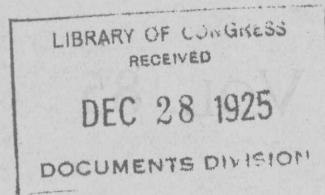
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*Eighth Annual Report to
Congress*

of the

*Federal Board for
Vocational
Education*

1924

PART I.—General Report of the Work of the Board.

PART II.—Special Report of the Different Services.

PART III.—Statistical Report.

FEDERAL BOARD FOR VOCATIONAL EDUCATION

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Editor and Educational Consultant.

CERTIFICATE: This publication is issued pursuant to the provisions of the Vocational Education Act approved February 23, 1917 (Pub. No. 347, 64th Cong.), as amended by act approved October 6, 1917 (Pub. No. 64, 65th Cong.), and pursuant to the provisions of the Civilian Vocational Rehabilitation Act approved June 2, 1920 (Pub. No. 236, 66th Cong.), as amended by act approved June 5, 1924 (Pub. No. 200, 68th Cong.).

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LETTER OF TRANSMITTAL

FEDERAL BOARD FOR VOCATIONAL EDUCATION,
Washington, D. C., December 1, 1924.

TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE
OF REPRESENTATIVES OF THE SIXTY-EIGHTH CONGRESS, SECOND
SESSION:

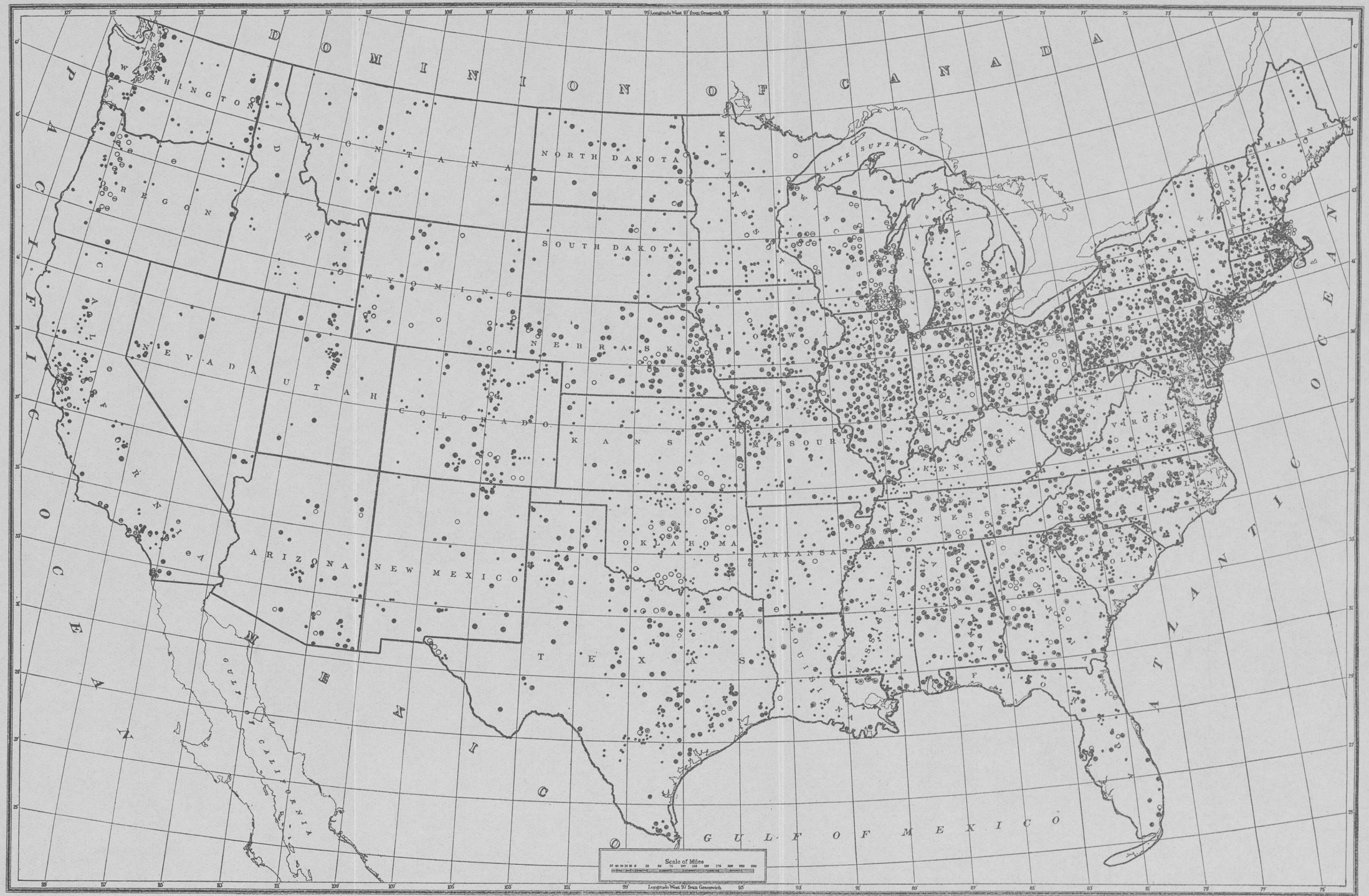
By direction of the Federal Board for Vocational Education and in accordance with the provisions of the vocational education act of February 23, 1917, and of the civilian vocational rehabilitation act providing for the vocational rehabilitation of persons disabled in industry or otherwise of June 2, 1920, I have the honor to submit the following report.

Respectfully,

JAMES J. DAVIS,
Chairman.

JOHN J. TIGERT,
Vice Chairman.

MAP I.—Composite of Maps II, III, and V.



EIGHTH ANNUAL REPORT OF THE FEDERAL BOARD FOR VOCATIONAL EDUCATION

PART I.—GENERAL REPORT ON THE WORK OF THE BOARD

SECTION I

THE ORIGIN, RESPONSIBILITIES, FUNCTIONS, AND ORGANIZATION OF THE BOARD

Origin of the Federal Board for Vocational Education.—The Federal Board for Vocational Education was established under an act of Congress approved February 23, 1917, entitled "An act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure."

This act is commonly known as the Smith-Hughes Act, or the national vocational education act, and is so designated in this report. It provides for a continuing appropriation from Federal funds for the purpose of cooperating with the States in the establishment and maintenance of programs for vocational education of less than college grade, for the preparation of teachers to instruct under these plans, and for the administration of these Federal funds by the Federal Board for Vocational Education.

Extension of the Act to Hawaii.—By the passage of an act entitled "An act to extend the provisions of certain laws to the Territory of Hawaii," approved March 10, 1924, the provisions of the national vocational education act were extended to the Territory of Hawaii and additional appropriations were authorized.

The Civilian Vocational Rehabilitation Act.—In addition to its responsibilities under the national vocational educational act, the Federal Board has since June 30, 1921, been charged with duties and responsibilities under the act entitled "An act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," commonly known as the civilian rehabilitation act.

Vocational Education as Contemplated in the National Vocational Education Act.—Vocational education as contemplated in the National vocational education act may be any sort of education and training of less than college grade which will fit boys, girls, women, and men for the effective pursuit of occupations that they may look forward to following, or, if already employed, will help them to do better work on their jobs, or to secure training which will assist them to secure better jobs.

Civilian Rehabilitation as Contemplated in the Civilian Vocational Rehabilitation Act.—Civilian vocational rehabilitation as provided for in the act has for its purpose the restoration to useful working ability of any citizen who may, through injury or disease, become so handicapped that he can not continue to work at his job efficiently.

Civilian Vocational Rehabilitation Act Follows the Terms of the National Vocational Education Act.—Since the civilian vocational rehabilitation act follows almost exactly the terms of the national vocational education act, the duties and responsibilities of the Federal Board for Vocational Education are essentially the same as in the field of vocational education and hence are not described separately in this report.

Who Carries on the Work under Both Acts.—All the actual work of providing these types of education is carried on by the States either directly, or, in the great majority of cases, by working in cooperation with local cities and towns, each State working under its own program, this program having been approved by the Federal Board for Vocational Education as a prerequisite for Federal aid.

The Board an Independent Establishment.—As established under the National Vocational Education Act the Federal Board for Vocational Education is an independent establishment connected with no other Government department. It derives its responsibilities and its authority directly from the national vocational education act and from certain other acts as described heretofore.

The Composition of the Board.—Under the terms of the act the Federal Board for Vocational Education is composed of the Secretary of Labor, the Secretary of Agriculture, the Secretary of Commerce, and the United States Commissioner of Education, as ex-officio members. In addition, the act provides that there shall be three citizens ("lay members") appointed by the President and confirmed by the Senate, representing respectively labor, agriculture, and manufacture and commerce. These lay members serve for three-year terms, one member being appointed annually.

The present membership of the board is shown on the organization chart facing page 6.

The Board a Representative Board.—Vocational education affects the interests of labor, of manufacturing, of the farmer, of the edu-

cator, and of the citizen. The Federal Board for Vocational Education, therefore, in its composition, is a representative board in that the "parties in interest" are represented. This principle of "parties in interest" has been very generally accepted by the States and has been embodied in their legislation establishing and promoting programs for vocational education within their borders.

Funds for Administration, Research, and Service.—In addition to the Federal funds provided for allotment to the States for the purposes of the acts in encouraging and assisting in the development and conduct of programs of vocational education of less than college grade and civilian rehabilitation, as described in the following section, there is provided under the national vocational education act the sum of \$200,000 and during the last four years, under the provisions of the civilian rehabilitation act, the sum of \$75,000 annually, for administration, research and service to the States on the part of the Federal Board for Vocational Education.

Organization of the Board.—As already described, the Federal Board for Vocational Education consists of seven members, three of which are Cabinet officers, one the head of an important bureau, and three so-called "lay members" appointed by the President. The Board as a whole is organized with a chairman, a vice chairman, and a secretary.

The Standing Committee.—In order that matters involving policy, or formulation of policy, administrative rulings, or other acts wherein the board must itself assume direct responsibilities, may be promptly acted upon, the three lay members of the board, together with the Commissioner of Education, are constituted a standing committee responsible to the whole board. This standing committee meets frequently, and the results of its meetings are, whenever necessary, submitted to the full board at its regular meetings. One of the duties of each of the members of the standing committee is to keep in constant touch with situations throughout the country in order that they may be able to act intelligently with regard to administrative policies and other matters with which they have to deal and for which the board must assume responsibility.

Organization of Technical Staff.—Under the general direction of the board, through the standing committee, the actual work of administration, research, and service is carried on by a technical staff. This staff consists of a director, chiefs of service for trade and industrial education, home economics education, agricultural education, commercial education, and civilian vocational rehabilitation. In addition to these chiefs of service the board employs an editor and educational consultant, whose duties are to discharge editorial responsibilities with regard to all publications of the board and to act in a consulting capacity with all the services with regard to the

educational phases of their research and service. In addition to the chiefs of service there are employed a number of agents, as follows: For trade and industrial education service, 5; for home economics education service, 2; for agricultural education service, 5; for commercial education service, 1; and for civilian vocational rehabilitation service, 5. In addition to the technical staff the board employs a secretary who also acts as chief clerk. The total technical staff of the board, therefore, amounts to 25, with the minimum number of clerical assistants and other necessary employees.

The general organization of the technical staff and the assignment of duties is indicated in the organization chart facing page 6.

The Policy as to Economy and Efficiency.—In the discharge of its responsibilities the Federal Board has recognized the desire on the part of Congress and the administration to secure economy in the expenditure of Federal funds to the extent compatible with efficiency in the discharge of these responsibilities. In accordance with this policy the board has organized its staff in what it believes to be the most efficient form to secure maximum efficiency at minimum expenditure. The board is gratified to be able to present, as an indication that it has been to some degree successful in its policy, a copy of the following letter from the Director of the Bureau of the Budget to the Director of the Federal Board for Vocational Education:

In carrying out the instructions of the President concerning the preparation of the Budget for the fiscal year 1924, I found it necessary to obtain detailed information concerning the Federal Board for Vocational Education, and I accordingly requested the Bureau of Efficiency to make a survey of the board, with special reference to its personnel and traveling expenses.

I have before me the report of the Bureau of Efficiency, and it gives me great pleasure to communicate to you the conclusions contained therein, which are as follows:

"After a thorough investigation, this office is of the opinion that the work of the board as required by law—both administrative and research—is done in a thorough and efficient manner, that there are no irregular or uneconomical administrative practices, and that no appreciable reduction in the personnel or expenditures of the board, * * * can be made if the expressed intention of Congress is to be carried out."

The report of the Bureau of Efficiency shows that you effected a saving of \$32,064.66 in your appropriations for 1921 and that your estimated savings under your appropriations for 1922 and 1923 are \$15,070.10 and \$11,000, respectively.

I have furnished the President with a copy of this letter.

Functions of the Board.—Under the provisions of the national vocational education act and of the civilian rehabilitation act, the Federal Board for Vocational Education has three general functions: First, the administration of those Federal funds allotted to the various

States to encourage and assist them in developing programs of vocational education of less than college grade and in developing corresponding programs for civilian rehabilitation in those States which have accepted the civilian vocational rehabilitation act; second, the conducting of researches and studies for the purpose of promoting and improving vocational education and civilian vocational rehabilitation; third, assisting the States in the promotion and development of their programs of vocational education and civilian vocational rehabilitation.

Scope of the Report.—This report therefore covers the activities of the board under these three heads: (1) Administration, (2) Research, and (3) Service in the fields of vocational education and civilian vocational rehabilitation.

SECTION II

ADMINISTRATIVE RESPONSIBILITIES OF THE BOARD—VOCATIONAL EDUCATION

Financial Administrative Responsibilities.—Administratively, the Federal Board for Vocational Education is responsible for ascertaining that Federal grants in aid are allotted to those States that have accepted the national vocational education act and the civilian vocational rehabilitation act, and for the expenditure of these funds in accordance with the purposes for which these moneys were appropriated. These amounts are fixed under the terms of both acts.

The Amounts of Federal Funds.—Under the terms of the national vocational education act, beginning at the time of its passage in 1917, Federal funds were allotted to the States accepting in amounts increasing yearly up to 1926, remaining thereafter at that maximum figure as a continuing appropriation. Under the terms of the civilian vocational rehabilitation act certain amounts were appropriated for a term of four years, from 1921 to 1924, inclusive.

The funds for vocational education are appropriated specifically for certain specified forms of vocational education, namely: Agricultural, trade and industrial, home economics, and for the training of teachers.

The totals and specific divisions of these totals are given in the following tables:

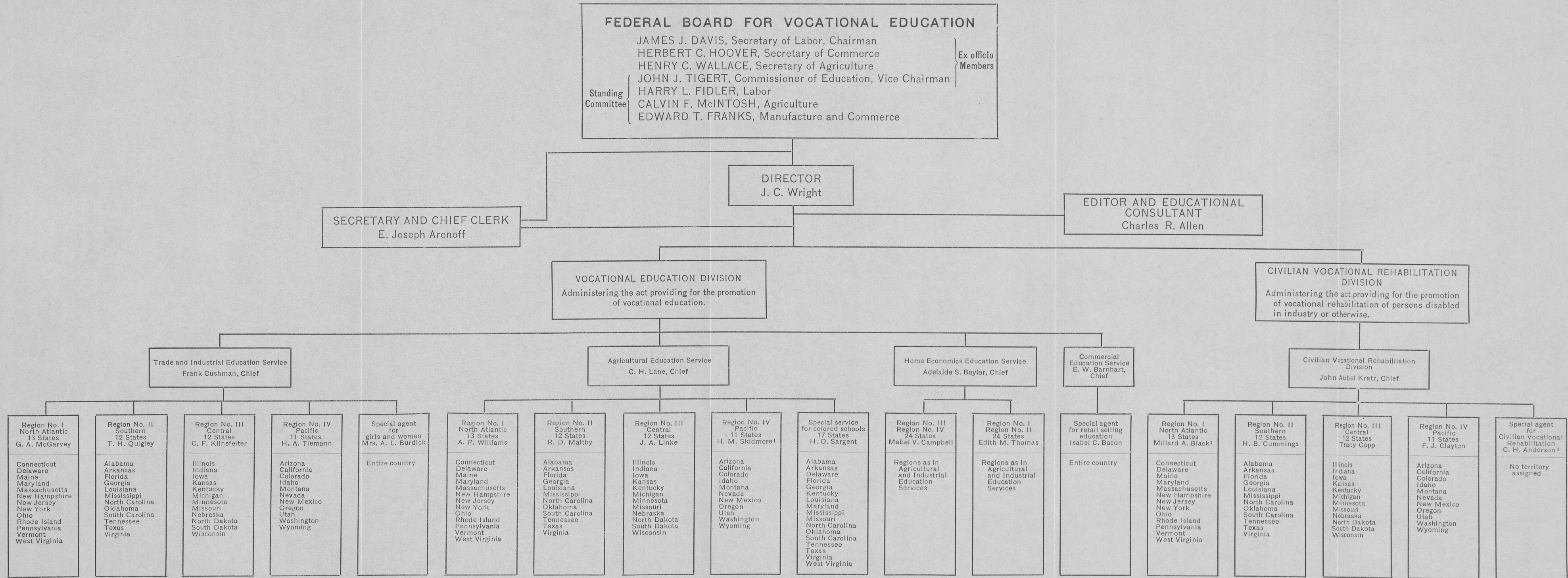
TABLE 1.—*Federal vocational education funds, by years*

Year ending June 30—	Amount of Federal grant			
	Total	Agricultural education	Industrial education ¹	Teacher training
1926 and annually thereafter ²	\$7,154,901.51	\$3,021,987.39	\$3,046,148.19	\$1,086,765.93
1925.....	6,168,716.08	2,526,826.66	2,555,123.49	1,086,765.93
1924.....	5,190,448.02	2,036,502.12	2,067,179.97	1,086,765.93
1923.....	4,615,159.80	1,759,219.51	1,769,174.36	1,086,765.93
1922.....	4,120,833.72	1,510,993.69	1,523,074.10	1,086,765.93
1921.....	3,632,177.37	1,266,875.30	1,277,073.99	1,088,288.08
1920.....	3,051,919.01	1,022,637.75	1,032,875.96	996,405.30
1919.....	2,307,465.44	782,555.76	794,463.33	730,421.35
1918.....	1,655,586.72	547,027.79	564,444.89	544,114.04

¹ Including home economics and part-time general continuation education. Under the law not more than 20 per cent of the Federal grant provided for "trade, home economics, and industrial education" may be expended for reimbursements on account of home economics education.

² For years subsequent to 1930, allotments based upon "the last preceding census" will be slightly different from those shown in this line, but will not vary from the figures given by more than a few thousands of dollars.

ORGANIZATION CHART OF THE FEDERAL BOARD FOR VOCATIONAL EDUCATION



Although the Federal act, which provides for the participation of the National Government in the vocational rehabilitation of civilians, contemplated a permanent program, it provided funds for four years only. The annual appropriations were as follows:

* Year	General	Special
1920-21.....	\$750, 000	\$46, 000
1921-22.....	1, 000, 000	34, 000
1922-23.....	1, 000, 000	34, 000
1923-24.....	1, 000, 000	34, 000

No provision for Federal aid for teacher training is included in the act providing for civilian vocational rehabilitation.

Basis on Which Federal Funds Are Allocated.—The allotment of Federal funds to States accepting the national vocational education act is based on a population ratio, as follows:

For agricultural education, the proportion of rural population to the whole rural population of the United States.

For trade and industrial education, the proportion of urban population to the whole urban population of the United States.

For teacher training in all fields covered by the act, the proportion of total population to that of the United States.

It is further provided that no State accepting the act shall receive less than \$5,000 up to 1923, and \$10,000 thereafter.

For civilian vocational rehabilitation the allotment is based on the total population of the State as compared with the total population of the United States.

All figures are based on the last preceding census.

Basis of Allotment for Civilian Vocational Rehabilitation.—The basis of allotment of Federal funds for civilian vocational rehabilitation is, for the general appropriations, the population basis. The special appropriations were provided to guarantee minimum allotments as provided in the act.

TABLE 2.—Allocation of State appropriations for vocational education to Federal fiscal years ending June 30, 1923, 1924, and 1925. (Appropriations for administration are not included in these totals)

State	1923	1924	1925
Alabama.....	\$101, 453. 92	\$112, 760. 83	\$135, 374. 64
Arizona.....	-----	69, 677. 46	69, 677. 46
Arkansas.....	103, 773. 40	90, 000. 00	90, 000. 00
California.....	145, 583. 48	161, 730. 81	194, 025. 47
Colorado.....	41, 282. 69	45, 751. 64	54, 689. 55
Connecticut.....	330, 000. 00	335, 164. 41	348, 176. 82
Delaware.....	20, 000. 00	20, 000. 00	-----
Florida.....	42, 418. 00	46, 047. 42	56, 309. 15
Georgia.....	37, 000. 00	37, 000. 00	37, 000. 00
Idaho.....	17, 195. 78	10, 390. 34	5, 249. 03
Illinois.....	265, 804. 00	265, 804. 00	265, 804. 00
Indiana.....	136, 379. 74	265, 000. 00	265, 000. 00
Iowa.....	69, 698. 22	-----	-----
Kansas.....	-----	84, 543. 69	101, 478. 02
Kentucky.....	24, 987. 00	24, 987. 00	24, 987. 00

TABLE 2.—Allocation of State appropriations for vocational education to Federal fiscal years ending June 30, 1923, 1924, and 1929. (Appropriations for administration are not included in these totals)—Continued

State	1923	1924	1925
Louisiana.....	\$11,581.83	\$1,800.00	.....
Maine.....	18,991.58	20,000.00	\$20,000.00
Maryland.....	16,914.55	17,500.00	.....
Massachusetts.....	822,063.86	.....	.....
Michigan.....	95,544.31	104,215.40	121,557.60
Minnesota.....	102,304.84	113,680.45	136,431.68
Mississippi.....	73,333.34	36,666.66	.....
Missouri.....	145,751.23	161,953.48	.....
Montana.....	25,407.84	14,310.00	.....
Nebraska.....	70,000.00	72,000.00	72,000.00
Nevada.....	17,065.00	16,620.00	.....
New Hampshire.....	15,000.00	13,000.00	13,000.00
New Jersey.....	273,642.83	285,573.31	.....
New Mexico.....	25,058.17	12,945.00	.....
New York.....	871,832.98	78,000.00	.....
North Carolina.....	110,668.89	124,005.97	147,680.13
North Dakota.....	17,795.95	14,000.00	14,000.00
Ohio.....	225,000.00	247,245.31	301,629.36
Oklahoma.....	.....	33,300.00	33,300.00
Oregon.....	11,073.28	9,746.79	.....
Pennsylvania.....	370,000.00	372,500.00	320,600.00
Rhode Island.....	15,000.00	15,000.00	15,000.00
South Carolina.....	99,100.00	.....	.....
South Dakota.....	31,921.76	.....	.....
Tennessee.....	80,000.00	80,000.00	.....
Texas.....	(1)	.....	.....
Utah.....	16,145.27	7,400.00	7,400.00
Vermont.....	18,000.00	18,000.00	.....
Virginia.....	99,499.65	.....	.....
Washington.....	.....	26,000.00	.....
West Virginia.....	40,000.00	45,000.00	45,000.00
Wisconsin.....	280,000.00	298,000.00	298,000.00
Wyoming.....	12,400.00	15,400.00	18,400.00

¹ No report.² Appropriation for vocational education for the biennium beginning April 1, 1923, and ending March 31, 1925.

Allocation for Civilian Vocational Rehabilitation.—Since the appropriations for civilian rehabilitation vocational is the same for all years, the State allotments remain constant as shown in the following table:

TABLE 3.—Allocation of Federal appropriations for civilian vocational rehabilitation to fiscal years ending June 30, 1924

States	Allocation	States	Allocation	States	Allocation
Alabama.....	\$22,305.56	Maine.....	\$7,295.45	Ohio.....	\$54,709.10
Arizona.....	5,000.00	Maryland.....	13,770.49	Oklahoma.....	19,266.88
Arkansas.....	16,644.37	Massachusetts.....	36,593.94	Oregon.....	7,441.50
California.....	32,552.12	Michigan.....	34,846.64	Pennsylvania.....	82,832.38
Colorado.....	8,925.64	Minnesota.....	22,675.56	Rhode Island.....	5,741.23
Connecticut.....	13,114.76	Mississippi.....	17,009.27	South Carolina.....	15,993.88
Delaware.....	5,000.00	Missouri.....	32,335.48	South Dakota.....	6,046.63
Florida.....	9,199.60	Montana.....	5,213.96	Tennessee.....	22,207.82
Georgia.....	27,507.82	Nebraska.....	12,314.38	Texas.....	44,296.50
Idaho.....	5,000.00	Nevada.....	5,000.00	Utah.....	5,000.00
Illinois.....	61,604.37	New Hampshire.....	5,000.00	Vermont.....	5,000.00
Indiana.....	27,836.09	New Jersey.....	29,978.23	Virginia.....	21,935.22
Iowa.....	22,836.05	New Mexico.....	5,000.00	Washington.....	12,886.69
Kansas.....	16,806.36	New York.....	98,650.39	West Virginia.....	13,903.85
Kentucky.....	22,955.83	North Carolina.....	24,309.38	Wisconsin.....	25,002.29
Louisiana.....	17,084.23	North Dakota.....	6,144.71	Wyoming.....	5,000.00

List of States cooperating in the administration of the civilian vocational rehabilitation act, June 30, 1924

Alabama.	Kentucky.	Nebraska.	Pennsylvania.
Arizona.	Louisiana.	Nevada.	Rhode Island.
Arkansas.	Maine.	New Jersey.	South Dakota.
California.	Massachusetts.	New Mexico.	Tennessee.
Georgia.	Michigan.	New York.	Utah.
Idaho.	Minnesota.	North Carolina.	Virginia.
Illinois.	Mississippi.	North Dakota.	West Virginia.
Indiana.	Missouri.	Ohio.	Wisconsin.
Iowa.	Montana.	Oregon.	Wyoming.

Expenditures of Federal Funds Conditioned Upon Equal Expenditures Within the State.—The expenditure of Federal funds by any State is conditional upon there having been expended, for the same purpose, from State or local funds, or from both, an amount at least equal to Federal funds expended. This is frequently called "matching the Federal dollar."

Failure to Use All Funds.—In case any State fails to use all the funds to which it is entitled, both the national vocational education act and the civilian vocational rehabilitation act provide that the sums of money so unused shall be deducted from the allotment of those States for the following year.

Utilization of Federal Funds.—During the year covered by this report the States failed to utilize approximately 7 per cent of the moneys allotted under the national vocational education act and 46 per cent of the moneys allotted under the civilian vocational rehabilitation act, a total amount of about \$600,000. The fact that this sum is deducted from the State allotments for the following year amounts essentially to a return of that amount to the Federal treasury. Failure to make full use of the Federal funds has been due to the failure to meet standards as established in the acts, or to shortage of State and local expenditures, and in the case of civilian vocational rehabilitation to the fact that the allotments of 12 noncooperating States was not utilized at all.

Responsibility of the Board.—Since the acts under which the Federal Board conducts its work provide that certain funds be allotted to the States for certain purposes only, and under certain conditions, the board is charged with the responsibility of ascertaining that these funds are so utilized. This constitutes what may be called the financial and administrative responsibility of the board.

Program Based on Cooperation With States.—The whole program is based on the cooperation of the States. If such cooperation has not been established, the whole program falls to the ground. Cooperative relations might have been established with the States, and yet the program might be inefficient from the standpoint of its educational value either by reason of the number of people reached or through misapplication of State and Federal funds, especially in regard to the degree to which these funds had actually been expended

to render educational service to the groups for whose benefit the money was appropriated.

How Far Has the Program Been Successful?—The federally aided program of vocational education has now been in operation for about seven years, and the Federal Board believes that at the present time sufficient evidence exists to demonstrate that the program as originally established has worked out with reasonable success, not only with regard to Federal participation, but as to the different State programs.

Certain evidence bearing on this point is presented in the following paragraphs:

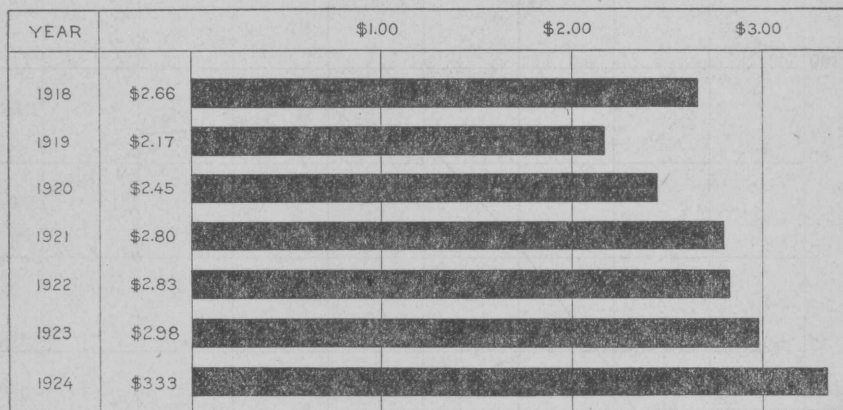
The Degree to Which States Have Availed Themselves of the Opportunity of Cooperating with the Federal Government.—One indication of the effective manner in which this program has worked out is the degree to which States have actually availed themselves of Federal cooperation. In the case of the national vocational education act, within a year of the passage of this act every one of the 48 States of the Union had accepted the act and had established cooperative relations with the Federal Government. None of these relations have since been dissolved, although, of course, any State is at perfect liberty to withdraw at any time.

With regard to civilian rehabilitation, the program is only four years old. The enactment of this act was not preceded by so long or such an intensive educational agitation as was the case with the national vocational education act. Nevertheless, at this time 36 of the States have accepted the act and are working in close cooperation with the Federal Government, as represented by the Federal Board for Vocational Education, in the development of programs for assisting the disabled or handicapped citizenry to come back to effective economic ability. This fact is especially significant when it is remembered that during the last few years there has been in all of the States a very general policy for drastic economy in the expenditure of funds and with regard to taking on new enterprises.

Degree to Which States Have Matched, or More than Matched, the Federal Dollar.—One distinct purpose of the Federal grants in aid, as provided in both the national vocational education act and the civilian vocational rehabilitation act, was to encourage the States to establish and promote programs of vocational and rehabilitative education and training. One piece of evidence bearing upon this point is the degree to which the States have matched the Federal dollar. As a matter of fact, as the programs have developed the Federal dollar has been more than matched through State appropriations, or local expenditures, or both.

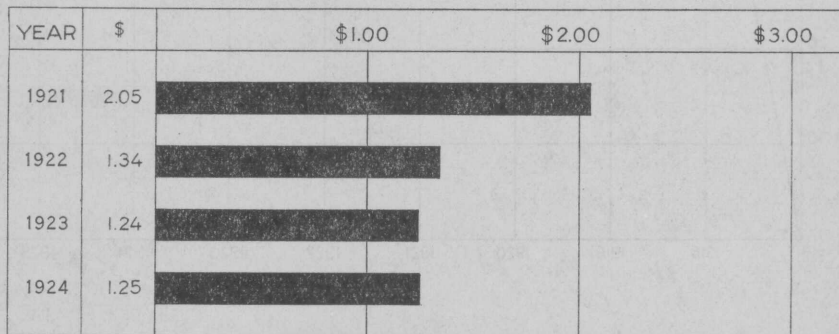
The fact that the country as a whole has provided steadily increasing funds in excess of those required to match the Federal aid is shown in the following diagrams:

DIAGRAM I.—*Matching the Federal dollar under the vocational education act. Expenditure of State and local money per dollar of Federal money expended for fiscal years ended June 30, 1918 to 1924.*



Percentage of Federal Funds Expended.—A third indication as to the degree to which Federal funds have promoted work in the States is the degree to which these have been used. The following diagram gives the percentage of the appropriations expended for each year since the passage of the national vocational education act, and the details upon which these figures are based are given in the table on page 13.

DIAGRAM II.—*Matching the Federal dollar under the civilian vocational rehabilitation act. Expenditure of State money per dollar of Federal money expended for fiscal years ended June 30, 1921 to 1924.*



NOTE.—In addition to State funds as shown on the diagram, many local agencies within the different States have contributed to the work. Since this money does not come from public funds, it is not included in the totals of State contributions.

DIAGRAM III.—*Percentage of Federal appropriations for vocational education used by the States, by years: 1918 to 1924*

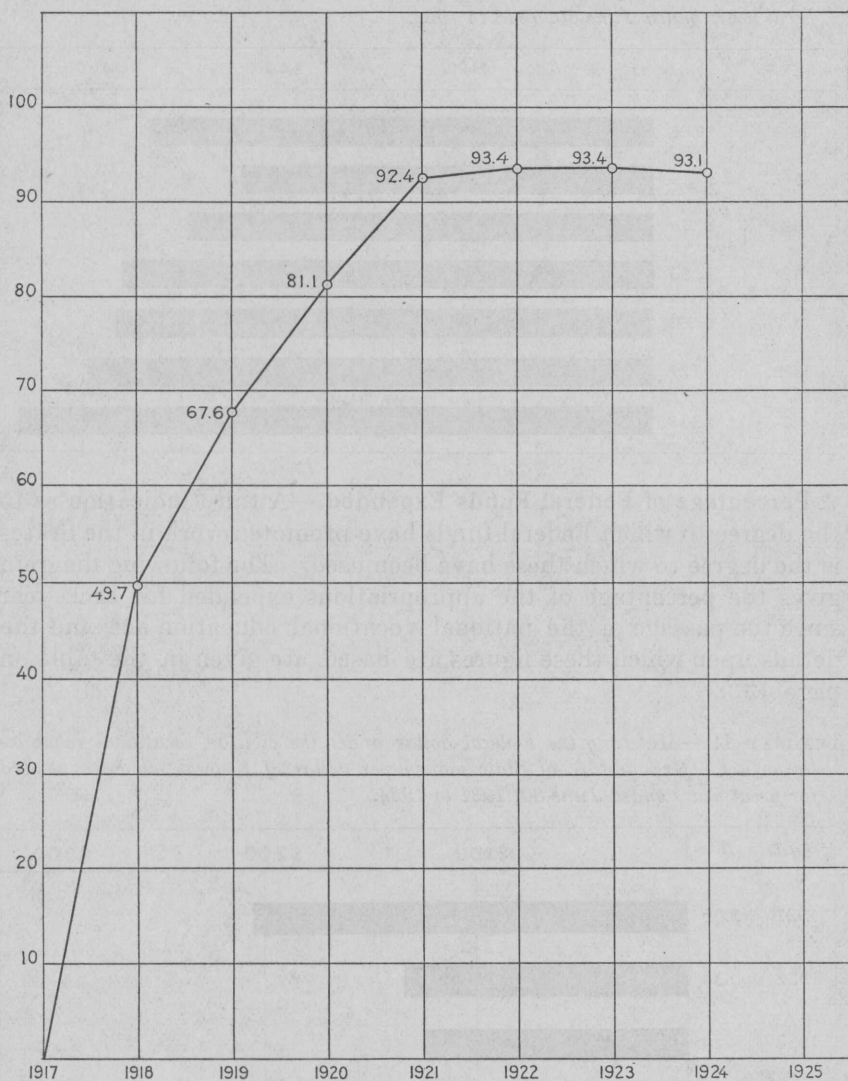


TABLE 4.—*Federal money allotted to the States, expended and unexpended, for years ended June 30, 1918 to 1924*¹

Year and type of education	Allotment			Percentage		
	Total	Expended	Unexpended	Total	Ex- pended	Unex- pended
Total, all types:						
1924.....	\$5,190,448.02	\$4,831,880.08	\$358,567.94	100.0	93.1	6.9
1923.....	4,615,159.80	4,308,885.68	306,274.12	100.0	93.4	6.6
1922.....	4,120,833.72	3,850,118.78	270,714.94	100.0	93.4	6.6
1921.....	3,632,177.37	3,357,494.23	274,683.12	100.0	92.2	7.8
1920.....	3,051,919.01	2,476,502.83	575,416.18	100.0	81.1	18.9
1919.....	2,307,465.44	1,560,008.61	747,456.83	100.0	67.6	32.4
1918.....	1,655,586.72	823,386.29	832,200.43	100.0	49.7	50.3
Vocational agriculture:						
1924.....	2,036,502.12	1,896,406.29	140,095.83	100.0	93.1	6.9
1923.....	1,759,219.51	1,669,698.75	89,520.76	100.0	94.9	5.1
1922.....	1,510,993.69	1,435,475.22	75,518.47	100.0	95.0	5.0
1921.....	1,266,875.30	1,192,131.17	74,744.13	100.0	94.1	5.9
1920.....	1,022,637.75	889,886.29	132,751.46	100.0	87.0	13.0
1919.....	782,575.76	528,679.13	253,896.13	100.0	67.6	32.4
1918.....	547,027.79	273,282.08	273,745.71	100.0	50.0	50.0
Vocational trade, industry, and home economics:						
1924.....	2,067,179.97	1,921,547.37	145,632.60	100.0	93.0	7.0
1923.....	1,769,174.97	1,631,880.29	137,294.67	100.0	92.2	7.8
1922.....	1,523,074.10	1,416,792.92	106,281.18	100.0	93.0	7.0
1921.....	1,277,073.99	1,198,957.77	78,116.22	100.0	93.9	6.1
1920.....	1,032,875.96	855,412.99	177,462.97	100.0	82.8	17.2
1919.....	794,468.33	607,144.66	187,323.67	100.0	76.4	23.6
1918.....	564,444.89	365,149.39	199,295.50	100.0	64.7	35.3
Vocational teacher training:						
1924.....	1,086,765.93	1,013,926.42	72,839.51	100.0	93.3	6.7
1923.....	1,086,765.93	1,007,306.64	79,459.29	100.0	92.7	7.3
1922.....	1,086,765.93	997,850.64	88,915.29	100.0	91.8	8.2
1921.....	1,088,228.08	966,405.29	121,822.79	100.0	88.8	11.2
1920.....	996,405.30	731,203.55	265,201.75	100.0	73.4	26.6
1919.....	730,421.35	424,184.82	306,236.53	100.0	58.1	41.9
1918.....	544,114.04	184,954.82	259,159.22	100.0	34.0	66.0

¹ Figures for 1924 are provisional, subject to revision by audit of State accounts.

For civilian vocational rehabilitation the cooperating States have as a whole, expended approximately 64 per cent of their allotments.

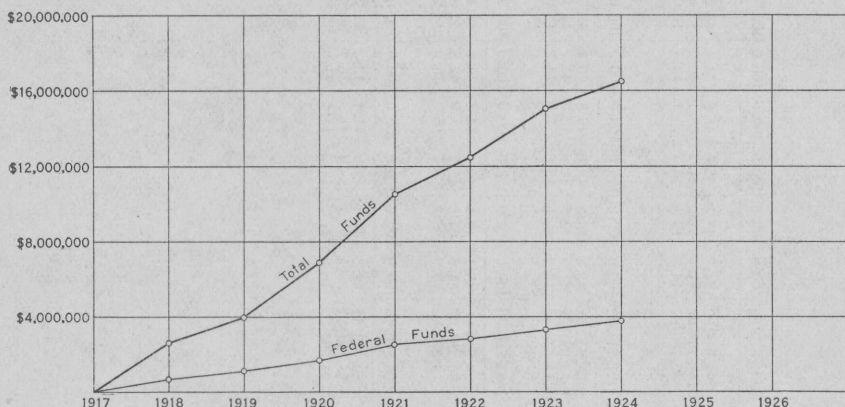
Effect of Federal Aid on State Programs for Vocational Education.—

The facts cited up to this time dealt only with the evidence as to the expenditure of Federal funds and their use. The main purpose of the Federal grants in aid was, however, to encourage States to develop and carry on efficient programs within their borders. An important test of the value of these Federal grants is, therefore, the degree to which the States have developed such programs beyond the point where Federal aid was directly utilized. One indication of this stimulation appears in the degree to which States have more than matched the "Federal dollar" in their expenditures for vocational education. See Diagram IV, page 16. The lower line of this diagram represents Federal funds, the upper line total expenditures from all sources, and the sharper rise of the curve shows the increase in contributions from States and local communities as compared with the increase in Federal grants in aid. Details are shown in Table 5.

TABLE 5.—*Expenditure of Federal, State, and local money under the vocational education act for years ended June 30: 1918 to 1924*

Classification of expenditure	Amount of expenditure							Percentage distribution of expenditure						
	1924	1923	1922	1921*	1920	1919	1918	1924	1923	1922	1921	1920	1919	1918
	FOR ALL TYPES OF VOCATIONAL SCHOOLS, NOT INCLUDING TEACHER-TRAINING INSTITUTIONS													
Total.....	\$16,551,548.18	\$14,909,118.97	\$12,594,780.64	\$10,507,197.90	\$6,888,501.76	\$3,970,607.12	\$2,610,920.71	100.0	100.0	100.0	100.0	100.0	100.0	100.0
From Federal money.....	3,817,953.66	3,301,579.04	2,852,268.14	2,391,088.94	1,745,299.28	1,135,823.79	638,430.47	23.1	22.1	22.6	22.8	25.3	28.6	24.5
From State money.....	4,226,668.55	3,936,345.88	3,599,044.29	3,122,828.92	2,008,305.44	1,166,405.31	833,493.06	25.5	26.4	28.6	29.7	29.2	29.4	31.9
From local money.....	8,506,925.97	7,671,194.05	6,143,468.21	4,993,280.04	3,134,897.04	1,668,378.02	1,138,997.81	51.4	51.5	48.8	47.5	45.5	42.0	43.6
Agricultural schools.....	5,251,143.76	4,647,042.04	4,058,440.36	3,393,088.21	2,437,286.06	1,413,938.49	739,933.27	100.0	100.0	100.0	100.0	100.0	100.0	100.0
From Federal money....	1,896,406.29	1,669,698.75	1,435,475.22	1,192,131.17	889,886.29	528,679.13	273,282.08	36.1	35.9	35.4	35.1	36.5	37.4	36.9
From State money.....	1,204,643.73	1,108,461.22	1,039,487.89	968,674.16	678,824.43	399,982.80	220,713.98	22.9	23.9	25.6	28.5	27.8	28.3	29.8
From local money.....	2,150,093.74	1,868,882.07	1,583,477.25	1,232,282.88	868,575.34	485,276.56	245,937.21	40.9	40.2	39.0	36.3	35.6	34.3	33.2
Trade or industrial schools..	5,064,655.52	4,374,993.19	3,843,561.45	3,336,218.30	2,408,919.48	1,628,327.02	1,189,039.06	100.0	100.0	100.0	100.0	100.0	100.0	100.0
From Federal money....	1,042,217.34	902,158.42	782,500.47	685,821.79	509,385.27	426,192.84	252,939.54	20.6	20.6	20.4	20.5	21.1	26.2	26.3
From State money.....	1,359,967.80	1,283,508.42	1,124,808.14	1,074,160.48	786,567.92	536,718.56	402,045.90	26.8	29.3	29.3	32.3	32.7	33.0	33.8
From local money.....	2,662,470.38	2,189,326.35	1,936,252.84	1,576,236.03	1,112,966.29	665,415.62	534,053.62	52.6	50.0	50.4	47.2	46.2	40.9	44.9
Part-time general continua- tion schools:														
From Federal money....	3,493,353.27	3,138,136.32	2,574,215.87	1,955,543.42	987,807.17	374,146.19	347,399.89	100.0	100.0	100.0	100.0	100.0	100.0	100.0
From Federal money....	548,303.92	443,753.30	388,406.58	320,748.77	190,259.48	64,999.81	54,435.03	15.7	14.1	15.1	16.4	19.3	17.4	15.7
From State money.....	921,738.84	894,844.32	763,365.50	484,668.24	213,279.56	74,167.07	95,942.49	26.4	28.5	29.6	24.8	21.6	19.8	27.6
From local money.....	2,023,310.51	1,799,538.70	1,422,443.79	1,150,126.41	584,268.13	234,979.31	197,022.37	57.9	57.3	55.3	58.8	59.1	62.8	56.7
Home economics schools.....	2,742,395.63	2,748,947.42	2,118,562.96	1,822,347.97	1,054,489.05	554,195.42	334,548.49	100.0	100.0	100.0	100.0	100.0	100.0	100.0
From Federal money....	331,026.11	285,968.57	245,885.87	192,387.21	155,768.24	115,952.01	57,773.82	12.1	10.4	11.6	10.6	14.8	20.9	17.3
From State money.....	740,318.18	649,531.92	671,382.76	595,326.04	329,633.53	155,536.88	114,790.69	27.0	23.6	31.7	32.7	31.2	28.1	34.3
From local money.....	1,671,051.34	1,813,446.93	1,201,294.33	1,034,634.72	569,087.28	282,706.53	161,983.98	60.9	66.0	56.7	56.8	54.0	51.0	48.4

FOR TEACHER-TRAINING INSTITUTIONS													
Total-----	\$2, 291, 251. 08	\$2, 223, 327. 12	\$2, 218, 208. 06	\$2, 111, 064. 65	\$1, 646, 662. 08	\$981, 169. 34	\$408, 829. 56	100. 0	100. 0	100. 0	100. 0	100. 0	100. 0
From Federal money-----	1, 013, 926. 42	1, 007, 306. 64	997, 850. 64	966, 405. 29	731, 203. 55	424, 184. 82	184, 954. 82	44. 3	45. 3	45. 0	45. 8	44. 4	43. 2
From State money-----	948, 566. 51	938, 186. 23	924, 895. 10	951, 571. 81	661, 979. 32	400, 221. 74	181, 168. 07	41. 5	42. 2	41. 7	45. 1	40. 2	40. 8
From local money-----	328, 758. 13	277, 834. 25	295, 462. 32	192, 987. 55	253, 479. 21	156, 762. 78	42, 706. 67	14. 3	12. 5	13. 3	9. 1	15. 4	16. 0
Training teachers of agriculture-----	756, 354. 08	745, 534. 70	740, 651. 06	703, 855. 12	556, 580. 32	306, 895. 47	121, 244. 10	100. 0	100. 0	100. 0	100. 0	100. 0	100. 0
From Federal money-----	342, 357. 91	345, 012. 88	337, 590. 20	329, 293. 08	250, 835. 31	131, 884. 59	56, 642. 57	45. 3	46. 3	45. 6	46. 8	45. 1	42. 9
From State money-----	313, 980. 80	314, 850. 80	309, 105. 27	324, 950. 48	232, 013. 23	126, 227. 34	53, 023. 21	41. 5	42. 1	41. 8	46. 2	41. 7	41. 1
From local money-----	100, 015. 37	85, 671. 02	93, 355. 59	49, 611. 56	73, 731. 78	48, 783. 54	11, 578. 32	13. 2	11. 5	12. 6	7. 0	13. 2	15. 9
Training teachers of trade or industry-----	716, 231. 68	696, 617. 92	699, 720. 69	657, 112. 76	490, 654. 69	262, 007. 47	81, 785. 30	100. 0	100. 0	100. 0	100. 0	100. 0	100. 0
From Federal money-----	322, 814. 39	321, 129. 02	323, 514. 14	304, 168. 10	226, 764. 66	116, 281. 43	38, 998. 81	45. 1	46. 1	46. 2	46. 3	46. 2	44. 4
From State money-----	319, 778. 55	317, 784. 62	316, 548. 37	315, 328. 83	210, 199. 28	111, 261. 57	36, 253. 67	44. 6	45. 6	45. 2	48. 0	42. 8	42. 5
From local money-----	73, 640. 74	57, 704. 28	59, 658. 18	37, 615. 83	53, 690. 75	34, 464. 47	6, 532. 82	10. 3	8. 3	8. 5	5. 7	10. 9	13. 2
Training teachers of home economics-----	818, 663. 32	781, 174. 50	778, 436. 31	750, 096. 77	599, 427. 07	412, 266. 40	205, 800. 16	100. 0	100. 0	100. 0	100. 0	100. 0	100. 0
From Federal money-----	348, 754. 12	341, 164. 74	336, 746. 30	332, 944. 11	253, 603. 58	176, 018. 80	89, 313. 44	42. 6	43. 7	43. 3	44. 4	42. 3	42. 7
From State money-----	14, 807. 18	305, 550. 81	299, 241. 46	311, 392. 50	219, 766. 81	162, 732. 83	91, 891. 19	38. 5	39. 1	38. 4	41. 5	36. 7	39. 5
From local money-----	155, 102. 02	124, 458. 95	142, 448. 55	105, 760. 16	126, 056. 68	73, 514. 77	24, 595. 53	18. 9	17. 2	18. 3	14. 1	21. 0	17. 8

DIAGRAM IV.—*Total expenditures from State, local, and Federal funds compared with Federal funds*

Number of Citizens and Youths Reached.—While the increasing use of Federal funds and the corresponding increase in local and State appropriations indicate the degree to which the programs of vocational education are developing in the States, so far as financial provision goes, a more important question is the extent to which these funds, from whatever source derived are being so utilized in the States that the needs of citizens, both adult and youth, are being more and more fully met. One indication is the steady increase in enrollment in various types of schools since the passage of the national vocational education act. This increase is shown in Diagram V, page 17.

The Kinds of Groups Reached.—Table 6, page 18 show total enrollment, that is, the total number of boys, girls, women, and men that have been served by programs for vocational education as conducted by the States in cooperation with the Federal Government as represented by the Federal Board for Vocational Education.

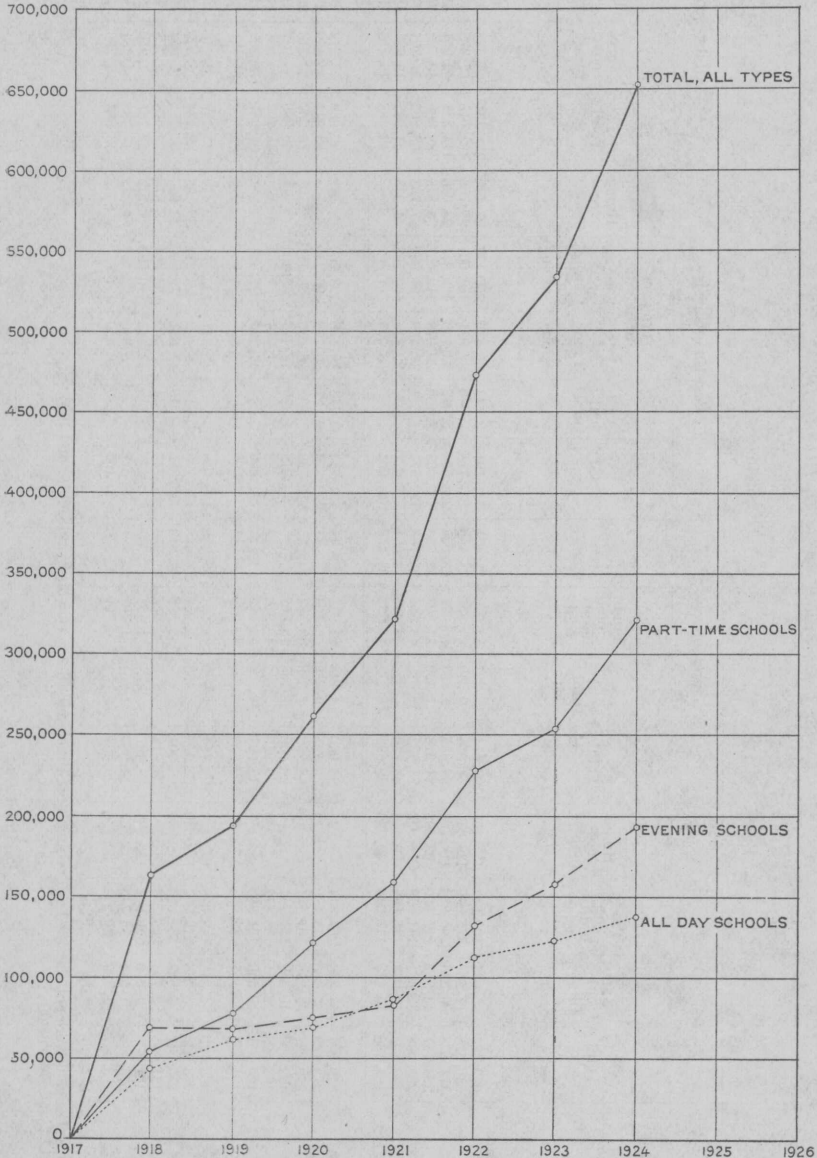
Of the various forms of vocational education, as shown by the curves in Diagram V, page 17, agriculture and general continuation school work deal almost entirely with boys and girls who are still of school age, i. e. from 14 to 18 years of age. Home economics and trade and industrial education deal both with the youth and adult workers, the former with women in the home and the latter with the employed industrial worker and mechanic.

Evening schools deal entirely with adults. All day schools deal practically with young people who are either looking forward to employment for which they desire training, or who, as in the case of apprentices, continuation or part time students, have already entered employment. These groups are served through various types of schools, as shown in Table 6, page 18.

Utilization of Federal Funds—Increase in the Number of Federally Aided Schools.—A fifth indication as to the degree to which

Federal funds have been effectively utilized by the States is found in the steadily increasing number of schools established and operated since the passage of the act. This increasing number of schools

DIAGRAM V.—*Enrollment of federally aided schools, by type of school, by years 1918 to 1924*



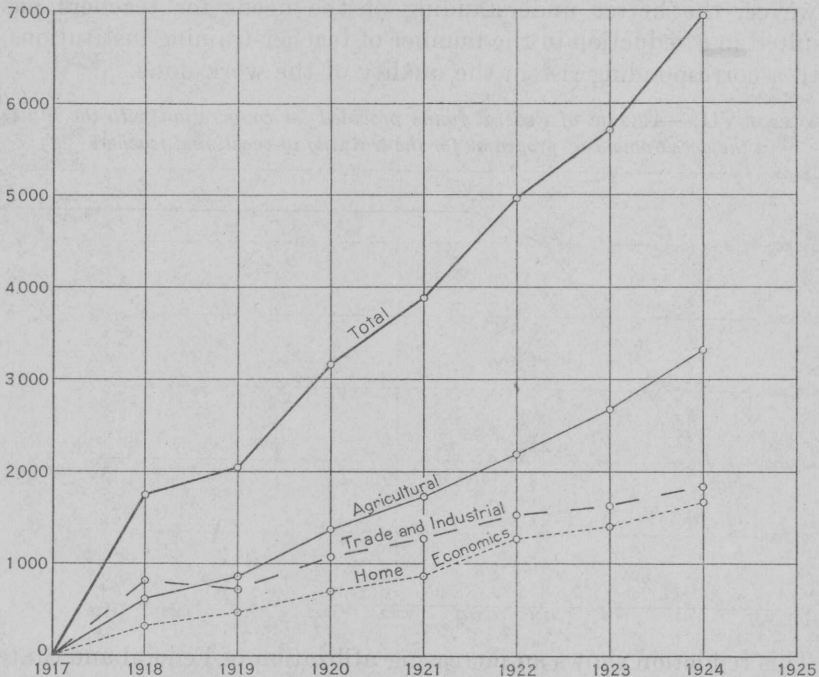
also indicates, at least to some extent, the degree to which this educational service, as developed by the States, is spreading so that opportunities for taking advantage of it are being opened to more and more people. See Diagram VI, page 19.

TABLE 6.—Enrollment in federally aided schools (exclusive of teacher-training institutions), by sex, character of instruction, and type of school for years ended June 30, 1918 to 1924

Sex and year	Enrollment																	
	Total				Evening schools				Part time schools				All-day schools				Short unit course, agricultural schools	
	Total	Agricultural ¹	Trade or industrial	Home economics	Total	Agricultural ¹	Trade or industrial	Home economics	Total	Agricultural ¹	Trade or industrial		Home economics	Total	Agricultural ¹	Trade or industrial		Home economics
											Trade extension	General continuation						
Both sexes:																		
1924	652,994	85,984	409,843	157,167	193,674	15,227	84,973	93,474	321,191	2,143	35,475	256,133	27,440	138,131	65,358	33,262	36,253	3,256
1923	536,528	71,298	325,889	139,341	157,874	9,319	69,856	78,699	253,728	2,090	37,931	184,001	29,706	123,015	57,978	34,101	30,936	1,911
1922	475,828	60,236	296,884	118,708	133,835	1,333	66,477	66,025	228,655	5,942	33,106	165,911	23,696	113,338	52,961	31,390	28,987	-----
1921	324,247	43,352	217,500	63,395	84,918	1,139	51,823	31,956	150,963	1,450	20,978	119,657	8,878	88,366	40,763	25,042	22,561	-----
1920	265,058	31,301	184,819	48,938	73,122	-----	48,354	24,768	122,974	-----	17,159	98,082	7,733	68,962	31,301	21,224	16,437	-----
1919	194,895	19,933	135,548	39,414	66,176	-----	43,485	22,691	77,677	-----	22,616	50,783	4,278	51,042	19,933	18,664	12,445	-----
1918	164,186	15,453	117,934	30,799	68,693	-----	46,333	22,360	53,005	-----	53,005	(²)	(²)	42,488	15,453	18,596	8,439	-----
Male:																		
1924	349,224	81,366	267,814	44	94,960	13,248	81,712	44	161,233	2,143	30,128	128,962	-----	92,989	62,912	27,012	-----	3,063
1923	283,103	67,900	215,192	11	75,495	8,886	66,598	11	122,533	2,071	29,732	90,730	-----	83,541	55,409	28,132	-----	1,534
1922	259,287	57,278	201,991	18	64,932	1,333	63,584	15	117,798	5,632	26,055	86,111	-----	76,557	50,313	26,241	3	-----
1921	192,306	40,559	151,747	-----	50,000	1,133	48,867	-----	83,218	1,389	18,476	63,353	-----	59,088	38,037	21,051	-----	-----
1920	163,228	29,351	133,872	5	46,935	-----	46,930	5	69,408	-----	11,714	57,784	-----	46,795	29,351	17,444	-----	-----
1919	120,351	18,399	101,805	147	42,094	-----	42,094	-----	44,600	-----	17,276	27,324	-----	33,657	18,399	15,111	147	-----
1918	101,139	14,167	86,943	29	39,629	-----	39,625	4	32,605	-----	32,605	(²)	(²)	28,905	14,167	14,713	25	-----
Female:																		
1924	303,770	4,618	142,029	157,123	98,714	1,979	3,261	93,430	159,958	-----	5,347	127,171	27,440	45,142	2,446	6,250	36,253	193
1923	253,425	3,398	110,697	139,330	82,379	433	3,258	78,688	131,195	19	8,199	93,271	29,706	39,474	2,569	5,969	30,936	377
1922	216,541	2,958	94,983	118,690	68,903	-----	2,893	66,010	110,857	310	7,051	79,800	23,696	36,781	2,648	5,149	28,987	-----
1921	131,941	2,793	65,753	63,395	34,918	6	2,956	31,956	67,745	61	2,502	56,304	8,878	29,278	2,726	3,991	22,561	-----
1920	101,830	1,950	50,947	48,933	26,187	-----	1,424	24,763	53,476	-----	5,445	40,298	7,733	22,167	1,950	3,780	16,437	-----
1919	74,544	1,534	33,743	39,267	24,082	-----	1,391	22,691	33,077	-----	5,340	23,459	4,278	17,385	1,534	3,553	12,298	-----
1918	63,047	1,286	30,991	30,770	29,064	-----	6,708	22,356	20,400	-----	20,400	(²)	(²)	13,583	1,286	3,883	8,414	-----

¹ Agricultural schools were not classified as evening, part-time, and all-day schools in 1918, 1919, and 1920.² Included in trade extension.

DIAGRAM VI.—Increase in growth of federally aided schools, by years 1917 to 1924



Funds for the Training of Vocational Teachers.—In addition to Federal funds provided for the encouragement of States in developing programs of vocational education, the national vocational education act also provides Federal aid to serve a similar purpose in the training of vocational teachers. The framers of this act very wisely saw that, if programs of vocational education were to be effective, teachers must be especially trained for this special form of educational work. The amount of such Federal funds are shown in the Diagram VII.

Development of Teacher-training Institutions.—The properly trained teacher is the key to the success of any educational program. The purpose of the Federal funds for teacher training being to encourage the preparation of properly equipped vocational teachers, one indication of the degree to which the funds have served their purpose is found in the development of institutions charged by the States with the specific responsibility of training such teachers. The evidence in this respect is shown in Diagram VIII.

When institutions for training vocational teachers were first established the number increased between 1918 and 1919, as shown on the curve. As standards became developed the States recognized, in some cases that institutions were unsuited for the work, hence the drop from 1919 to 1920. The following rise (1920–1922) repre-

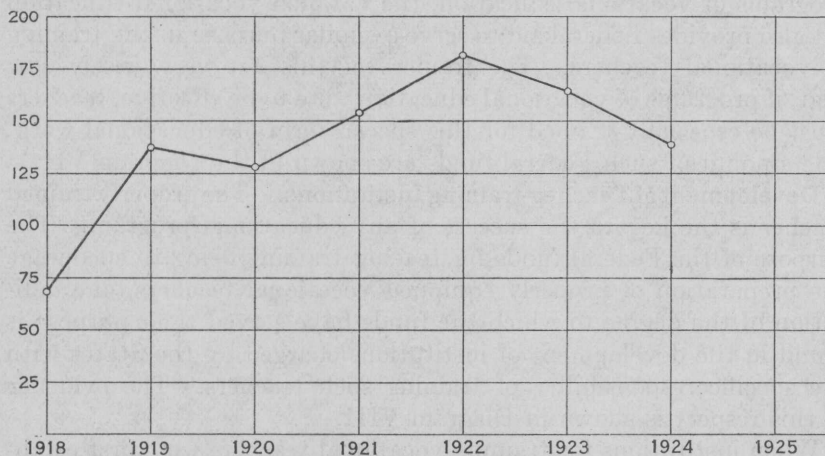
sented an adjustment between demand and supply. From 1922 on, however, the better understanding of the needs for teachers has resulted in a reduction in the number of teacher-training institutions, with a corresponding rise in the quality of the work done.

DIAGRAM VII.—*Amount of Federal funds provided for cooperation with the States in the development of programs for the training of vocational teachers*



This reduction shows an increasing utilization of Federal and State funds, because, evidently, the most efficient condition is where the teacher-training institutions in each State are just sufficient to take

DIAGRAM VIII.—*Development of teacher-training institutions, by years, 1918 to 1924*



care of the demand for new teachers and for the professional improvement of teachers in service.

Evidences of the Utilization of Federal Funds for the Training of Vocational Teachers—The Development of Programs.—In estab-

lishing programs for teacher training, States have developed two radically different type programs, which may, for convenience, be designated Type I and Type II.

Type I.—According to this type all teacher training work is conducted by a designated institution, which prospective teachers must attend if they wish to secure this training. These so-called “residence courses” run from one to four years, and usually include considerable training in the technical side of the occupation to be taught, as well as professional training.

Any further training on a professional basis is also given at the institution, usually through summer courses or special meetings.

Type II.—As contrasted with type I, this plan contemplates no necessary attendance at an institution. The training is given by the State board for vocational education or the teacher-training institution in evening courses at centers so located that prospective teachers can follow their regular occupation during the day and secure teacher training in their leisure time. This training is given by an expert working out of either the teacher-training institution or the State office.

If teachers are to be drawn from the ranks of the workers it is evident that Type II will meet the situation much better than Type I, since the average competent worker is not in a position to leave his occupation for any prolonged period of time to attend a teacher-training course in an institution.

Where the conditions seem to require it, the State programs have, to a steadily increasing degree, included provision for this second type of teacher training which, of course, indicates a more efficient use of Federal funds than was the case when all money for teacher training was expended on long-term residence courses.

A second equally important indication has been the increasing tendency on the part of all the States to use a portion of their teacher-training moneys to provide training for teachers subsequent to their actual employment. At the beginning the idea was to use all money to give training previous to employment, and the change in point of view and corresponding change in the use of the teacher-training funds, is a strong indication of the increasing efficiency in their use.

SECTION III

ADMINISTRATIVE RESPONSIBILITIES OF THE BOARD—CIVILIAN VOCATIONAL REHABILITATION

Amount of Funds Available.—Federal funds for civilian vocational rehabilitation have, since 1920-21 to 1923-24, inclusive, amounted to \$175,000 for 1920-21 and \$1,000,000 annually for the following three years. Allotment to the States is based on the total population per State to that of the United States.

As in the case of vocational education, States accepting the act must, through State funds, local funds, or both, at least match the Federal dollar.

During the fiscal year 1923-24 the total expenditures for the 36 States which have entered into cooperative relations with the Federal Government amounted to approximately \$1,240,500.

The Effect of Federal Cooperation in Encouraging State Programs for Civilian Vocational Rehabilitation.—To date 36 States out of the 48 have accepted the act and have entered into cooperative relations with the Federal Government for carrying on the work.

Each of these States has established a staff and is developing its program under an approved plan.

Utilization of Federal Funds—The Effect on the Development of State Programs.—As in the case of vocational education Federal funds have served their anticipated purpose in encouraging the development of State programs. Not only have the Federal grants assisted the States in carrying the burden of rehabilitating the disabled, but also, in particular, have they served to stimulate the setting up of rehabilitation services in States which would not alone have attempted the work. Furthermore, in practically all States the Federal funds have served to stimulate expansion of local programs which would not have been attempted without aid from the Federal Government.

The Necessity for Continued Federal Aid.—The civilian vocational rehabilitation act, at the time of its passage, authorized appropriations for a period of four years. This period closed in 1924. In June, 1924, Congress extended the act for a period of three years, providing a million dollars annually as in the preceding years. This amount was included in the urgency deficiency bill, which failed to pass at the last session of Congress. This, of course, cut off all Federal aid to the States which had accepted the act and had gone ahead in good faith to develop their programs. Fortunately, most

of the States have found it possible, by drawing upon their own funds, to hold their work together for a short time and prevent the program from disintegration. This is a gratifying fact because it indicates the belief of the States in the value of the program, but the continued success of the program of civilian vocational rehabilitation depends upon the reestablishment of Federal aid.

The Administrative Policy of the Board.—Under the terms of both the vocational education act and the civilian vocational rehabilitation act, the board is instructed to work in cooperation with the States. In discharging this responsibility the board has consistently maintained a policy based upon recognition of the fact that each State has its own problems and must establish its own policies and procedures in order to deal with its problems effectively. Only where the responsibilities of the board, as expressed in the acts, have made it necessary for the board in the discharge of its responsibilities to withhold approval from any part of the State program or to bring about modifications through conferences, has the board in its policy in any way attempted to direct the policy or the program of a State. An evidence that the board has in its administrative work succeeded in establishing effective cooperative relations which have enabled it on the one hand to discharge its responsibilities to the Federal Government, and on the other leave the States free to develop their own programs, is found in the fact that although the acts specifically provide for an appeal to Congress in any case where irreconcilable differences exist between the Federal Board and State boards for vocational education, no such appeal has ever been taken by any State.

SECTION IV

RESEARCH ACTIVITIES OF THE BOARD

Research and Service.—In the earlier stages of its existence the board was naturally mainly concerned with the establishment of effective machinery for the discharge of its administrative responsibilities. It was necessary not only to establish administrative policies and organization for the board itself, but it was equally necessary to establish effective cooperative relations with State boards of vocational education in the various States, all of whom, as pointed out elsewhere, almost immediately accepted the terms of the act. As the administrative situation has become stabilized and as effective working relations have been established, the attention of the board and of its technical staff has been more and more directed to research service.

Character of Research.—The purpose of all research undertaken by the board has been to secure information or experience which would be of assistance to the States in the development of their programs. This research work has taken a number of forms, among which may be mentioned the following:

Analysis.—As the program of vocational education has developed it has been necessary, in practically all fields, to ascertain from practical men and women, who are themselves competent workers in those fields, just what a learner needed to know in order to be effectively trained. Strange as the fact may seem, this information had as a rule never been set down on paper. This was particularly true with regard to the great majority of the skilled trades, as well as in agriculture and home economics. One form of research work has been that of securing from groups of occupationally competent people the actual jobs and the actual technical knowledge and information required by workers on those jobs. This must be secured before any effective instruction and training courses can be established. The board has, therefore, through its technical staff given attention to this matter and has, in cooperation with groups of practical workers, worked out effective methods for securing this information; that is, for securing what amounts to an inventory of the various jobs that a learner must be taught and the technical knowledge and other information which he must possess in order that he shall be effectively trained. Such an inventory has been commonly called an analysis. A number of such analyses have been made for

the purpose of getting at efficient working methods for carrying on this highly desirable work. It may be interesting to know that the methods as worked out by the Federal Board have found general acceptance and are now being very widely used by representatives of State boards of vocational education and by research departments in a number of universities.

Foreman Training.—Another illustration of the character of research work carried on by the board is found in the work which has been done in developing an effective plan for improving work of employed foremen. This work was carried on by a committee composed of a number of competent foremen working with an employment manager, a production expert, a general manager, and two members of the technical staff of the board. The general plan as worked out and recommended by this committee has been, at the request of State officials, tried out in a number of industrial plants with successful results, and is now finding wide acceptance as a part of the program of vocational training in many States.

Securing Special Information.—A third line of research work has been the securing of special information. This information is largely secured by agents of the board in connection with their field work, and deals with such matters as a case where some special problem has been worked out in an efficient manner either in the field of administration or in the field of instruction and training.

Research in Civilian Vocational Rehabilitation.—In the field of civilian vocational rehabilitation considerable research work has also been carried on. This work has concerned itself largely with the working out of the most effective methods for making contacts with injured people; for placing them effectively in training, and for assisting them during the period of training.

Securing Effective Cooperation Between the Home Economics School and the Home.—In the training of women and girls for the management of the home and for carrying on the work of the home, it has always been recognized that the school can not duplicate all of the working conditions as they actually exist in the home. This means that for many forms of effective training an opportunity must be provided for the girl to work out her problems in the home itself.

But it is only more recently that definite attempts have been made in a few localities to establish effective cooperation between the school and the home to make more efficient the school instruction. In order to have such cooperation properly established and utilized to the best advantage, it is evident that a considerable study of ways and means had to be made. This study was, therefore, made by the Home Economics Education Service and the results embodied in a bulletin which has been placed at the disposal of the States.

Research in Agricultural Teacher Training.—Another example of results of research work may be seen in the bulletin on "Teacher Training" which was prepared by the Agricultural Education Service of the board.

In accordance with the provisions of the vocational education act, which requires that the allotment for teacher training be expended before reimbursement can be made for vocational teaching in any field, every State designated a teacher-training institution to train agricultural teachers. No standard practice was in vogue at that time and no adequate basis of evaluation of the work had been evolved. As a result the Agricultural Education Service of the board made a study of the requirements of the jobs and responsibilities which a vocational teacher of agriculture would have to perform or discharge. On the bases of these activities and requirements the content of teacher training courses was evaluated.

The results of this study were embodied in a bulletin and placed in the hands of the people who were responsible for the work in the States.

Cooperation with Other Departments and Other Organizations.—In connection with its research work the Federal Board has, whenever possible, cooperated with other Government departments. This has been both in the interest of efficiency and economy. As an example of this cooperative work the following may be mentioned: Vocational rehabilitation for persons disabled in industry, in cooperation with the United States Department of Labor. Training for the steamship business, in cooperation with the United States Department of Commerce. In cooperating with agencies other than Government departments the board has, through its technical staff, conducted a number of researches. Among these may be mentioned vocational education in the pulp and paper industry, in cooperation with the Association of Pulp and Paper Manufacturers; vocational education in the hotel business, in cooperation with the American Hotel Association; training courses for oxyacetylene welders, in cooperation with the American Welding Society; with the Federal Council of Citizenship Training, the Bureau of Mines, and the Women's Bureau. All of these researches have not been carried on during the last year, but are cited as illustrations of cooperative services which have been carried on by the technical staff of the board. At present the board has in process of printing a bulletin on the Training of Bricklayers' Apprentices, which has been developed in cooperation with a group of practical bricklayers, brick manufacturers, architects, contractors, and the American Construction Council.

Employment of Special Agents.—From time to time, as occasion seemed to demand, the board has employed experts as special agents for some special field of research. The development of the con-

tinuation school with its complex and new problems made desirable the securing and evaluating of information as to what had been done. The board, through the employment of Mr. Harry B. Smith, was able to publish a very comprehensive bulletin on this subject. This was followed by another bulletin prepared by Dr. Jennie McMullin Turner.

The Policy of the Board as to Research.—In general the policy of the board with regard to research work has been based upon the idea that the board could best assist the States through conducting researches and studies of an experimental character, in order that through such experimental work effective methods could be worked out and placed at the disposal of the States. In many cases these researches have been carried on in cooperation with State officials, and these State officials have always shown themselves very ready to assist the board in its research work in any way that they could.

SECTION V

THE SERVICE WORK OF THE FEDERAL BOARD

Object of the Service Work of the Board.—The object of the service work of the Federal Board is, broadly speaking, to assist the States in the development of their programs. One way in which this assistance has been rendered is by placing at the disposal of the States the results of research work and information which has been secured through the activities of the technical staff and the members of the standing committee.

Character of the Service Work of the Board.—This service, in general, is of four kinds: First, field service. This service is rendered primarily by the agents of the respective services in their respective regions. It covers both administration and other activities of the State officers. Much of this service is rendered by personal conferences between the agents and members of the technical staff of the State boards for vocational education. This service is not only rendered by agents, but by chiefs of services, and where the matter seems of sufficient importance, by the director, or by members of the standing committee. Members of the standing committee have been particularly serviceable in the fields which they represent.

A second form of service has been through conferences at which there have been brought together State officials, representatives of industrial plants, local officials concerned with vocational education, and other interested parties. Some of these conferences have been of national scope; others have been confined to a region; while still others have been strictly local.

In certain cases, where the character of the program seems to warrant it and at the request of State authorities, the board has authorized members of the technical staff to take part in the work of certain summer schools. Requests for this sort of service have been far in excess of those which the board could grant, but the board has endeavored to give such service as it could where it would seem that the program of a State would be best assisted by such service.

A third type of service is through the publication of bulletins. These bulletins are prepared by various members of the staff who are specialists in their lines, and have found a very wide use. They are in general of three kinds:

Administrative bulletins. These bulletins are put out at intervals of several years, and contain all necessary information with regard to administrative relations of the Federal Board to the State offices relative to policy, rulings, and all other matters of that character.

These administrative bulletins are issued in revised form from time to time, but not at very frequent intervals. As an example, a standard administrative bulletin of the trade and industrial service has been recently issued to replace the original bulletin which was issued some six years ago.

Another type of bulletin contains reports of research work, such as typical analyses for given trades or effective methods of training mechanics as teachers, or information with regard to effective methods of organization and training in various fields.

Still another type of bulletin contains information such as has been secured by members of the staff, which seems of sufficient importance to be put in the hands of those who are engaged in vocational training in the State program.

With regard to the distribution of bulletins, the general policy of the board has been to restrict free distribution to those who have an immediate and direct use for a given type of bulletin, and, so far as compatible with the efficiency of the service, to have these publications handled through the Superintendent of Documents at the usual nominal price.

Emergency Service.—All of the members of the staff of the board, as well as members of the standing committee, have always held themselves in readiness to respond to what may be termed emergency calls from the States. While so far as possible service is rendered by the agents in the course of their regular field work, many situations come up where the State officials desire some form of immediate service. It has been the policy of the board to render this service to the maximum limit of its ability. Not only have the agents responded to such calls, but this service has also been rendered by the chiefs of service, by the director, and by members of the standing committee. It is, of course, understood that all of this service is rendered at the request of the State departments. In no case is any form of service thrust upon a State department by the Federal Board. The fact that demands for all types of service have, during the last year, far exceeded the ability of the board to meet them is another indication of the satisfactory cooperative relations that have been established between the Federal Board, as representing the Federal Government, and the States.

Administrative Functions of the Staff of the Board.—Already as pointed out, under the two acts, the board is immediately responsible for the distribution and the utilization of Federal funds. Under the acts it is necessary that the Federal Board should be authoritatively informed as to the use of Federal funds in accordance with the letter and spirit of the acts. This makes it necessary for the board, through its technical staff, to discharge certain responsibilities. These include: (1) The approving of State plans; (2) the inspection of schools; (3) the

securing of certain reports; and (4) the making of special rules in interpretation of the general policies as established by the board. In order to discharge these responsibilities it is necessary that the technical staff of the board should audit the State accounts, so far as they involve expenditures of Federal funds. As a matter of economy this work is carried on by members of the staff and not by special auditors.

Inspection of schools is always carried on in cooperation with State officials, and an agent of the board acting as inspector is almost invariably accompanied by a State official, or is specifically requested by that State official to visit certain schools and give his estimate of those schools to that official.

Statistical and financial reports are made by the State boards for vocational education, and assistance is often asked from members of the staff of the board in connection with the preparation of these reports. It becomes the duty of the staff to see that these reports are accurately and correctly made up, and that they are filed at the office of the Federal Board in sufficient time to be utilized in the preparation of the annual report to Congress. In the discharge of these responsibilities the members of the staff of the board work in the closest cooperation with members of the staffs of State boards for vocational education. It is gratifying to be able to report that at the present time in practically all of the States these close cooperative relations exist, and that during the past year there has been practically no friction of any importance between the Federal Board and its representatives in the discharge of their responsibilities and the State boards of education and their representatives in the discharge of their responsibilities in connection with the operation and development of State programs for vocational education.

In the various parts of this report there appear diagrams, maps, and special tabulated data in connection with the presentation of evidence as to the development of the program of vocational education in the States. The board fully realizes that any attempt to completely evaluate the progress of vocational education would have to comprise an evaluation of all functioning factors, such as—

1. The degree to which all groups entitled to service were reached in proportion to their size or need.
2. The geographical distribution of such service within the State.
3. The degree to which the program reached the entire group which it might effectively serve.
4. The proper relative emphasis upon different types of schools according to the special situation existing within the State.
5. The actual efficiency of the work itself; that is, the return in training for the money expended.

Some of these factors can not be evaluated with any degree of accuracy. The diagrams, tables, and maps presented in this report each deal with some one factor, and were presented for the purpose of showing the degree to which that particular factor has developed in connection with the development of the general program. Obviously, the development of any one factor can not properly be used as a measure of comparison of the work of the different States. The diagrams, maps, and tables dealing with different phases of vocational education can not be prepared on a common basis, therefore no deductions drawn by a comparison between them would be of value. However, all data used in the preparation of this evidence is drawn exclusively from the official reports of the States as made to the Federal Board for Vocational Education.

PART II.—SPECIAL REPORT OF THE DIFFERENT SERVICES

SECTION I

TRADE AND INDUSTRIAL EDUCATION SERVICE

Functions of the Trade and Industrial Service.—The function of the Trade and Industrial Education Service is to assist the States in promoting their programs of education and training for—

1. Persons employed in the skilled trades and other industrial occupations.
2. Boys and girls still in school who wish to prepare themselves for profitable employment in industry.
3. Teachers of trade and industrial schools and classes.

Types of Schools.—Two principal types of schools have been developed for meeting the needs of employed workers, namely, the evening school and the part-time school. In the national vocational education act provision is made for these two types of schools, and the development of the past seven years has justified the wisdom of the framers of the act in emphasizing the necessity of educational opportunities for persons already employed.

The evening school serves those who are employed during the day in trade or industrial occupations. The work is trade extension in character and the classes are taught by persons of high standing in occupational attainments and teaching ability.

The part-time school is intended to serve the group of young workers between the ages of 14 and 18 who have, for various reasons, severed their connection with the regular schools and gone to work. Under the terms of the act and the ruling of the Federal Board the part-time school enjoys the greatest possible freedom with respect to scope and character of work to be done and the methods by which it is carried on. Each of the three types of part-time school—trade preparatory, trade extension, and general continuation—is organized and operated with the distinct purpose of serving employed minors. Instead of dealing with pupils in masses or groups the procedure is directed toward reaching the individual. In the best types of part-time schools the principal objective is to give the boy or girl what he or she needs the most at any given period.

This principal need may be for trade preparatory, or trade extension training, or for instruction and training concerning citizenship, social responsibilities, physical education, or vocational adjustment.

Under the terms of the act, the purpose of part-time education is to promote the civic and vocational intelligence of employed minors, and this purpose is always kept in mind by those who are organizing and operating part-time schools in cooperation with State and Federal boards for vocational education.

Past experience indicates that trade and industrial education must deal very largely with employed workers if the program is to serve those persons who most need training for trade and industrial occupations and who can profit to the greatest extent by the instruction given.

The full-time day trade school was intended to serve, at least in part, as a substitute for apprenticeship in the skilled trades. It has never been claimed, however, that any school could function as the full equivalent of apprenticeship. The most that could be hoped for is that graduates of such trade schools would be able to enter industry as advanced apprentices. As might be expected, the development of the full-time unit trade school has lagged behind the development of other forms of trade and industrial education, although there has been a consistent and steady growth of such schools during the last seven years. The unit trade school occupies an important place in any local system of trade and industrial education, but all experience up to date shows that full-time trade-school work on a preemployment basis should, for maximum efficiency, be limited to approximately two years—that is to say, boys and girls desiring to learn a skilled trade can make more rapid progress and attain their goal more surely by entering into practical employment on a part-time basis after one or two years of full-time trade preparatory work in a trade school. Furthermore, such an arrangement is particularly desirable since it makes it possible for young persons to earn money while completing their education. Many of these young people who would be glad to avail themselves of the opportunity to attend a trade school are forced to drop out because of the necessity for self-support and the part-time plan obviates this difficulty.

Responsibilities of the Trade and Industrial Education Service and Facilities for Discharging Them.—The responsibilities placed upon the industrial education service for the promotion of trade and industrial education are discharged through three major types of activities, namely, administrative, research, and service.

Administrative Responsibilities.—Under the terms of the national vocational education act the Federal Board for Vocational Education is responsible for ascertaining whether the States are using or are prepared to use the funds allotted to them under the act for the specific purposes therein provided.

Inspectorial Responsibilities.—Each year the industrial education service must inspect a number of trade and industrial schools of all types, not only for the purpose of determining whether or not standards are being maintained, but also for lending every possible assistance to the State and local community in extending the scope and improving the character of the work, as well as the methods by which it is being carried on. Inasmuch as programs are flexible and are developed to meet the specific needs in local communities, the agents, through their inspections, are able to secure ideas as to the meeting of special needs in one State which they, in turn, can pass on to other States and communities having similar needs, thus acting as a clearing-house agency for information as to the best practices in trade and industrial education. In performing this function the agents of the industrial education service have always kept in mind that the major purpose is to promote the best type of trade and industrial education. They do not go about the country, therefore, as critics, primarily engaged in challenging what the States are doing, but rather serve as advisers and counsellors in the development of a constructive program suited to the particular conditions existing within that State. This in effect is one of the principal characteristics of effective supervision and calls for personnel with special qualifications. The field of trade and industrial education is so broad and the activities which may be carried on are so varied that new problems are constantly arising which call for the exercise of judgment and resourcefulness in applying the general principles and fundamental standards specified in the national vocational education act and corresponding State acts. This work of supervision and inspection of schools is always performed in cooperation with agents of the State boards. In other words, the policy of the Federal Board for Vocational Education is not to inspect work within the State independently of the State authorities.

Auditing Responsibilities.—As pointed out in Part I, an important administrative responsibility of the Federal Board is the work of auditing State accounts. The Federal Board must ascertain each year whether expenditures of Federal funds and State funds used to match them have been made in accordance with the provisions of the act and the terms of the State plans. Certain phases of this annual audit can be and are performed in Washington, but it is necessary to supplement this office audit by some field work which must be performed by agents of the board. This field work involves the inspection of the methods of accounting for vocational education funds used in State offices, including the classification of expenditures, the adequacy of State records and reports covering all expenditures, and verification of the unexpended balance, if any. As one important phase of this work a reconciling statement is made each

year showing a reconciliation between the books of the State board and those of the State treasurer, who, in each of the States, is the official custodian of Federal funds. This work calls for a thorough knowledge not only of the provisions of the national vocational education act, but also of the interpretations and rulings which the Federal Board has made during the past seven years. This work is performed jointly by the staffs of the agricultural and trade and industrial education services.

Approval of State Plans.—The Federal Board is also responsible for approving State plans, determining the degree to which the States are carrying out their State plans, and checking up on the utilization of Federal funds. The portion of this work affecting the trade and industrial service is dealt with by the staff of this service.

Studies and Investigations.—In the national vocational education act the Federal Board is directed to make studies and investigations of occupations, apprenticeships, and the conditions surrounding employment in industrial occupations. It is specifically stated in the act that the purpose of such studies and investigations is to assist the States in the establishment and operation of the best types of school work. The act also specifies that, where possible, these studies and investigations shall be made in cooperation with the several departments of the Government. This procedure has been followed in the work of the trade and industrial education service, and cooperative work has been done especially with the Department of the Interior (Bureau of Mines) and the Department of Labor (Children's Bureau and Women's Bureau).

Character of Studies and Investigations.—During the past seven years a large number of studies and investigations have been made, the results of which have been made available to the States in the form of bulletins and mimeographed reports. These studies, investigations, and experiments have included a wide range of trades, industrial and manufacturing occupations, such as building trades, coal mining, metal mining, pottery, pulp and paper, textiles, garment making, hosiery, machine trades, railroad shop trades, apprenticeship, foremanship, part-time education, women employing industries and service occupations, legislation affecting the employed minor in industrial occupations, and part-time schools.

Twenty-three trade and industrial bulletins of the Federal Board which have resulted from this work of research and investigation are now available. Many of these bulletins have been reprinted several times and the demand for them seems to show no signs of decreasing. This is especially true of the series of six bulletins on coal mining. Bulletin No. 17, Organization and Administration of Trade and Industrial Education, was revised and reprinted during

the past year. This bulletin contains information relative to the provisions of the act in so far as they pertain to trade and industrial education, including teacher training.

Service Work of the Trade and Industrial Service.—While no special mention is made in the Federal act of the service function of the Federal Board, it is obvious that the intent and purpose of the act is to assist the States in the promotion of a comprehensive program of vocational education.

Character of Service.—The experience of the past seven years has demonstrated that the most effective way to assist the States in the promotion of vocational education is for the Federal Board to render the type of service which a national agency is particularly qualified to give. This service consists not only in collecting and disseminating information regarding the best types of work going on in various sections of the country but also in assisting the States to put into operation advanced ideas and practices which result from research activities. While considerable activity of a service character can be conducted by correspondence and the circulation of printed information, there are certain types of service which have to be rendered through personal contact. One of the major activities of the staff of the industrial education service consists in rendering individual service to the States or groups of States through direct assistance in working out local problems. In addition to this, the staff of the industrial education service is frequently called upon by national organizations committed to the promotion of a training program, and by private and semipublic foundations for advice, counsel, and recommendations, and the preparation of material for publication to be used in the promotion of enterprises closely related to the national program of vocational education.

Conference Service.—During the past year the Federal Board continued its program of special service to the States in the promotion of trade and industrial education by means of foremanship conferences in important industries. Formanship conferences were conducted by the staff of the industrial education service in the States of Maine, Maryland, Oklahoma, New Mexico, and Arizona.

A special conference was held at Denver in cooperation with the Rocky Mountain Coal-Mining Institute for the purpose of developing a program of education and training for the coal-mining industry of the Rocky Mountain region.

The trade and industrial education service also assisted the States of New Mexico, Massachusetts, Georgia, Alabama, Texas, Pennsylvania, New York, New Jersey, Colorado, and Wisconsin in conducting State conferences of vocational teachers and in summer sessions of teacher-training institutions.

Expenditures of State and Federal Funds.—Figures showing the expenditures for all forms of trade and industrial education for the fiscal year covered by this report may be found in the statistical section.

The expenditure of State and local money for approved trade and industrial work concerning which the States made official reports to the Federal Board was more than four and a half times the amount of the Federal expenditure. This figure does not include other work in operation in the States for which no Federal funds were used. All schools that participate in the use of Federal funds are required to meet certain standards, and the preponderance of State and local funds as compared with the amount of Federal funds used is an indication of the influence of the standards set up by the Federal Board and the degree to which the relatively small amount of Federal money available has functioned as a stimulus within the States for developing efficient work in the field of trade and industrial education.

Evidence of Effective Development of Trade and Industrial Education.—Evidences of the development of the trade and industrial program is found in such points as increased enrollment, geographical distribution of service, and diversity of occupations reached and served. Certain evidence on these points is presented in the following paragraphs:

As Shown by Enrollment.—Diagram IX, page 38, shows the steady increase in enrollment from 1907 to 1924. In addition to enrollment in type of schools as given, the enrollment in part-time general continuation schools was 256,133.

As Shown by Distribution of Service by the States.—Diagrams X to XIII, pages 39 to 42 show the development of trade and industrial education in the several States from several different angles. The index figures were derived by taking for each State individually the ratio of the total enrollment hours for various types of schools to the industrial population. All data regarding enrollment and hours were taken from the official reports of the States to the Federal Board, consequently the enrollment figures do not include the enrollment in any schools in operation in a State except those which received Federal aid. The diagrams, therefore, should not be interpreted as showing an absolute measure of the development of a certain type of school. For example, while New York and California do not use Federal funds for evening trade extension work, this does not necessarily mean that there is any less volume of trade extension work being done in these States than in States which did use Federal aid. Furthermore, the diagrams should not be considered as devices for comparing the quality of work done in one State with the quality of work done in another State. The diagrams, as stated before, show merely one thing in each case; that is, the ratio of the enrollment

hours to the industrial population, for different types of schools and for all types combined. It should be clearly recognized that an industrial State must have a very large amount of work in operation to have as high an index figure as a more sparsely populated agricultural State. The actual amount of trade and industrial work in operation in Arizona with its small industrial population would be almost insignificant if transposed to Massachusetts with its large

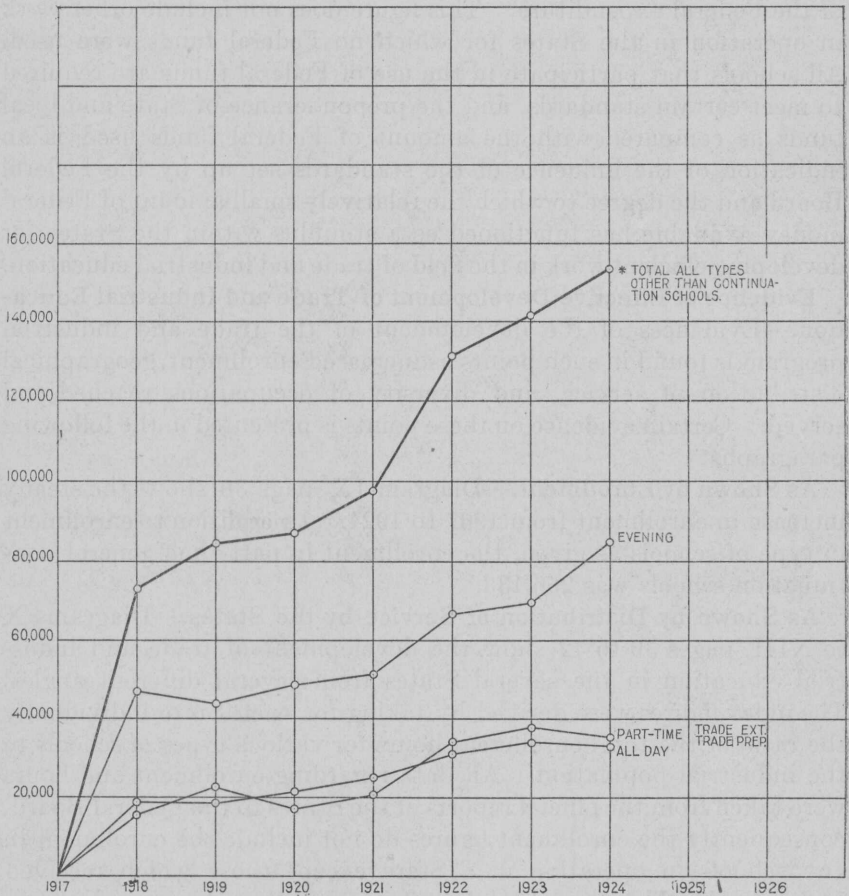


DIAGRAM IX.—Enrollment in federally aided trade and industrial schools, by years: 1918 to 1924

* Does not include the general continuation schools with an enrollment of 256,133.

industrial population. In every case, however, the figures may be interpreted as showing the number of hours of instruction offered by the States per unit of industrial population. That is to say, in the State of Massachusetts the index figure for all types of schools is 25.82. This means that if every man, woman, and child employed in industry in that State had been in school during 1923-24, each individual would have received 25.82 hours of organized instruction related to industrial employment.

DIAGRAM X.—Index figures for States, evening schools only

Arizona	2.53
Nevada	1.99
New Mexico	1.12
New Jersey	.97
Indiana	.90
Wisconsin	.86
Wyoming	.62
Michigan	.61
Georgia	.59
Nebraska	.53
Massachusetts	.52
Colorado	.47
Delaware	.43
Kansas	.42
Louisiana	.41
South Carolina	.38
Oregon	.37
West Virginia	.37
Pennsylvania	.36
Tennessee	.34
Ohio	.32
Alabama	.30
Florida	.29
Illinois	.28
Minnesota	.27
Washington	.27
Rhode Island	.23
North Carolina	.22
Texas	.22
Virginia	.21
Montana	.21
Mississippi	.19
Oklahoma	.19
Iowa	.17
South Dakota	.16
Connecticut	.16
Utah	.15
Missouri	.13
Maryland	.13
Vermont	.10
Arkansas	.08
Kentucky	.06
Maine	.04
North Dakota	.02
Idaho	.01
California	.00
New Hampshire	.00
New York	.00

Formula:
 Index Figure = $\frac{\text{Enrollment} \times \text{hours}}{\text{Industrial population of State}}$

DIAGRAM XI.—Index figures for States, part-time schools only

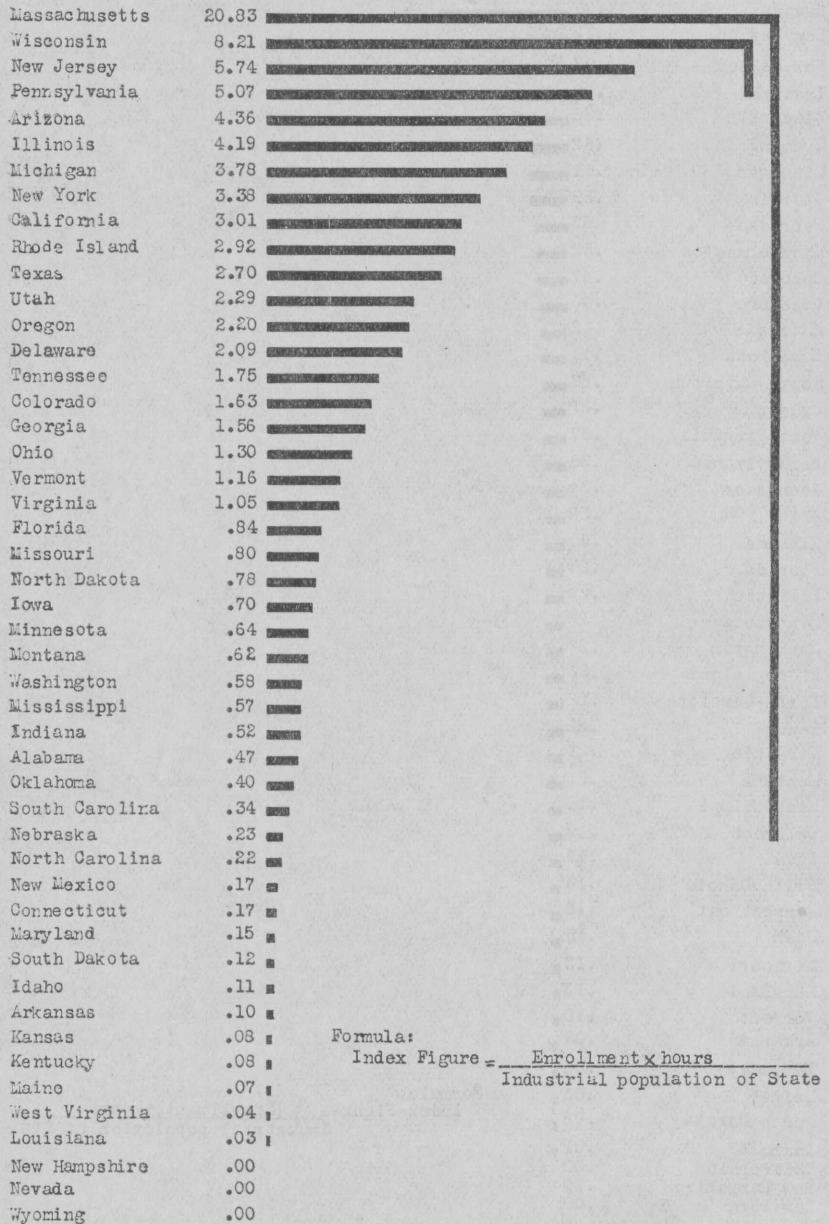
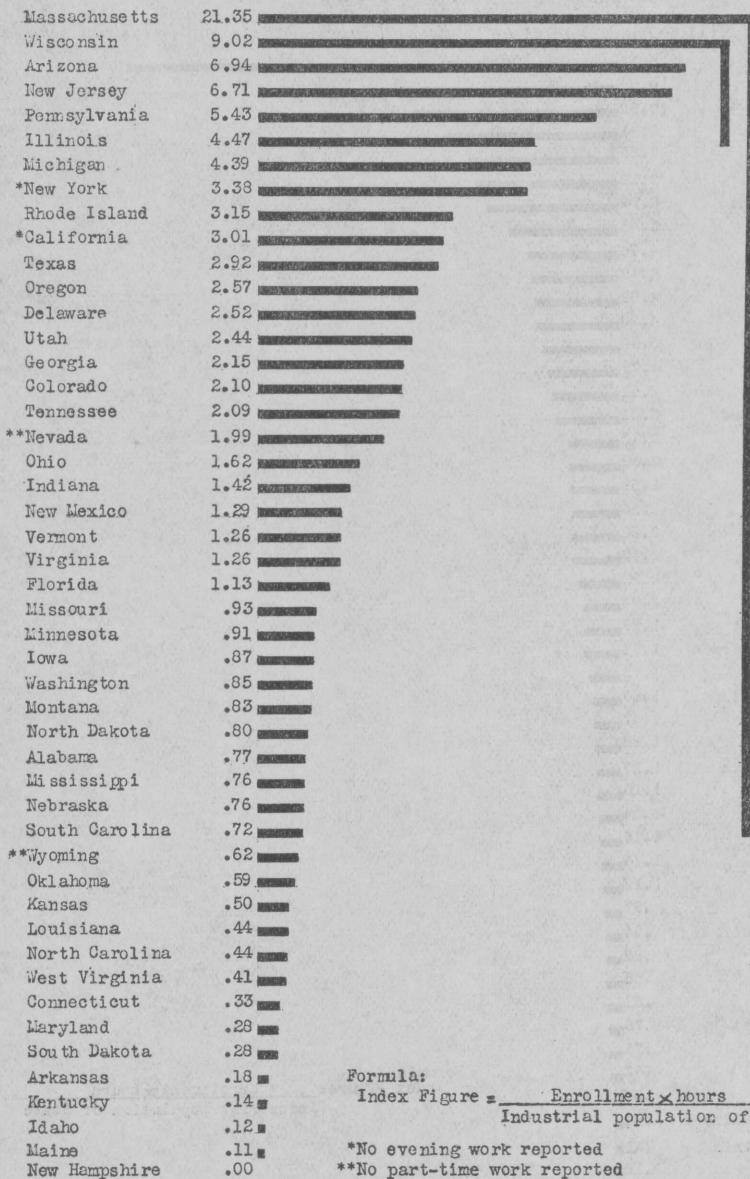
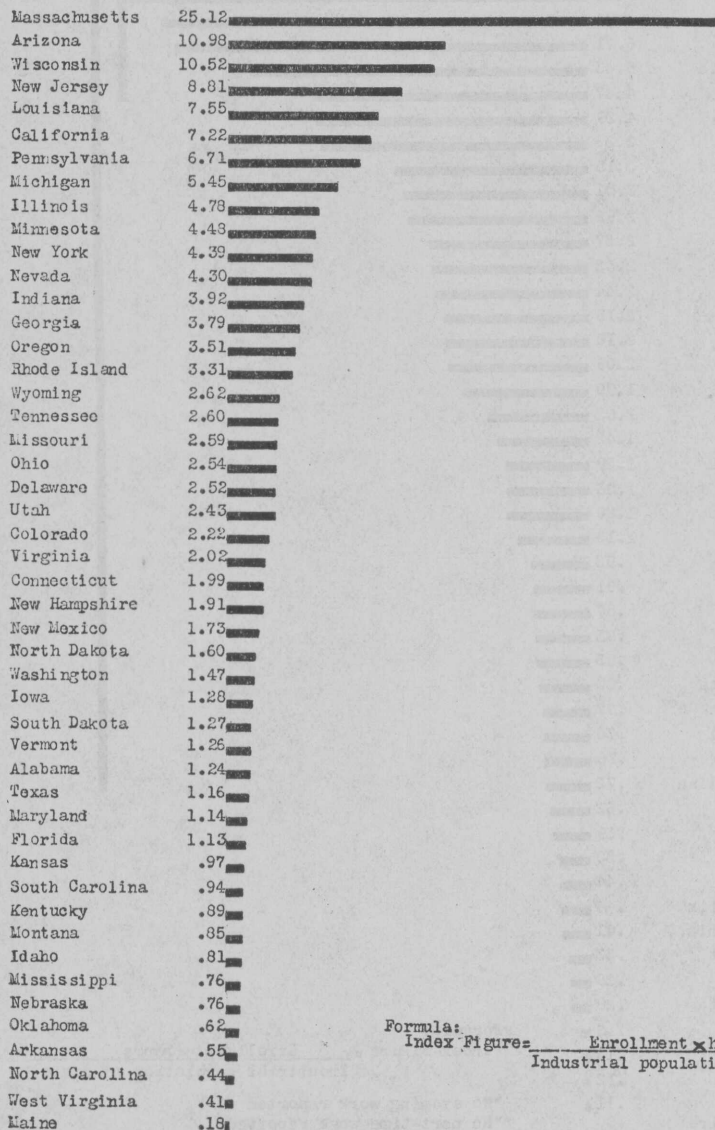


DIAGRAM XII.—Index figures for States, part-time and evening schools only



Explanation of industrial population.—The figures for each State relative to the industrial population were derived from the United States census of 1920, as explained on page 260 of the 1923 Yearbook of the Federal Board. This table is not reprinted in this report.

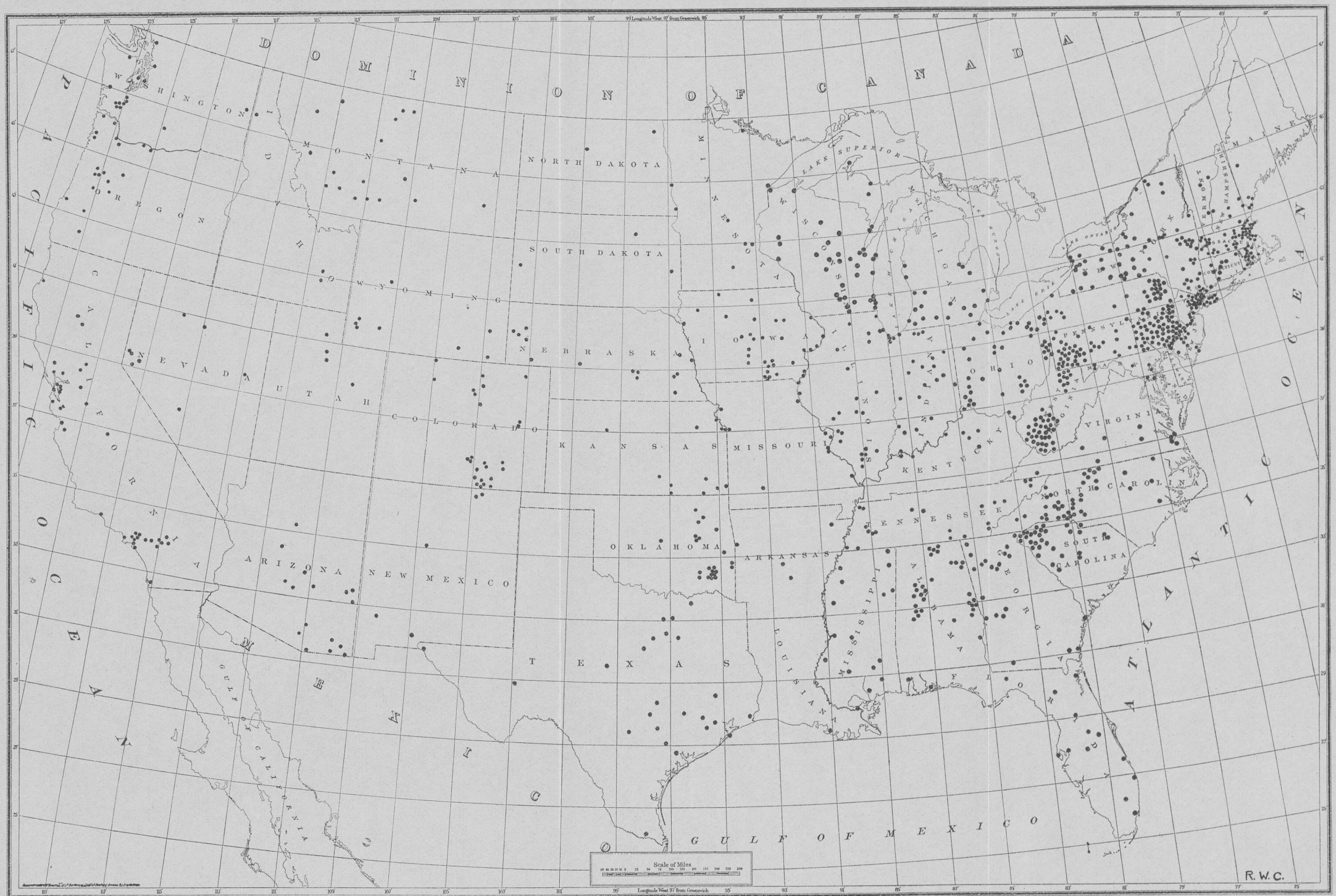
DIAGRAM XIII.—*Index figures for States, all types of trade and industrial schools*



$$\text{Formula:} \\ \text{Index Figure} = \frac{\text{Enrollment} \times \text{hours}}{\text{Industrial population of State}}$$

As Shown by the Geographical Distribution of Service.—The following map is intended merely to show the geographical distribution of trade and industrial education. The dots on the map do not indicate the amount of work being carried on in any point in the country.

MAP II.—Trade and industrial schools, federally aided for the year ended June 30, 1924, by States



[Dots represent cities or towns where federally aided trade and industrial schools were conducted. Neither the amount nor type of work organized in any locality is indicated.]

For example, a single dot represents the organization of work in such large cities as Boston, Cleveland, Chicago, and Los Angeles. Other dots of the same size indicate in some cases single evening classes in mining camps, such as at Coal Creek, Colo., or Holly Grove, Ala. The map, however, is of interest in that it indicates the cities and towns in which, during the period covered by this report, approved trade and industrial classes of some type were held in cooperation with local schools in all of the cities or towns indicated on the map and for which Federal funds were used for the salaries of teachers.

Outstanding Developments of the Year. Apprenticeship Training for the Building Trades.—During the past year the Federal Board for Vocational Education has done a great deal of work in cooperation with the States in promoting interest in apprenticeship training for the building trades. Conferences have been held in different sections of the country, as follows:

November, 1923. National conference on apprenticeship in the building trades, Washington, D. C.

December, 1923. National conference on apprenticeship in the building trades, Buffalo, N. Y., in cooperation with the National Society for Vocational Education.

January, 1924. Regional conference on apprenticeship in the building trades, St. Louis, Mo.

May, 1924. Conference on apprenticeship in the building trades at Boston, Mass., for the New England States.

May, 1924. Conferences on apprenticeship in the building trades at Tacoma and at Seattle, Wash.

June, 1924. Conference on apprenticeship in the building trades with the A. B. C. at Portland, Oreg.

June, 1924. Regional conference for 11 States in the Pacific region at Oakland, Calif., where apprenticeship was one of the major topics.

August, 1924. Regional conference for 12 southern States in which apprenticeship was one of the major topics considered.

In addition to the above conferences, members of the staff of the industrial-education service addressed State and National conventions of such organizations as the Virginia Association of Master Plumbers, the National Association of Sheet-Metal Contractors, and the National Association of Building Contractors.

Analysis Work by Federally Aided Institutions.—The division of vocational education of the University of California and the California Board of Vocational Education have completed analyses of the carpenter's and plasterer's trade. While the State of California should have full credit for this work, it is only fair to point out that the expense of making these analyses was defrayed in part from

Federal funds, and the method followed was originally worked out by the Federal Board and made available to the States.

Apprentice Training in the Bricklaying Trade.—The Federal Board has made a study of bricklaying, and a bulletin covering that trade is now in press. This bulletin is more than an analysis of the bricklaying trade. It contains a discussion of the fundamental success factors which must be considered in any plan of apprenticeship training, especially for the building trades, as well as detailed suggestions as to how to set up and operate training courses for apprentices.

At the conference on apprenticeship in the building trades held in Washington in November, 1923, an attempt was made to secure representatives from national organizations of employers, labor, manufacturers of building materials, and such national organizations as the American Construction Council and the Associated General Contractors of America—organizations vitally interested in the development of better apprenticeship for the building trades.

The Cooperation of Labor.—At all of the State and local conferences held by the Federal Board during the past year labor has been well represented, and the favorable attitude of these labor representatives and their willingness to cooperate have been very pronounced. The Washington State Association of Journeyman Plumbers and Steamfitters recently passed a resolution indorsing the program of the Washington State Board for Vocational Education. The Iowa State Federation of Labor also adopted resolutions at the State convention held in June, 1924, at Waterloo, indorsing the work of the State board of vocational education. In January, 1924, the National Association of Building Contractors at the Chicago convention adopted resolutions indorsing the program of vocational education which is being promoted by the Federal Board in cooperation with the States.

The Need for Cooperation Between all Interested Parties.—At the sectional and State conferences held during the year the consensus of opinion was that employers, organized labor, public-school authorities, and other interested parties appreciate the fact (1) that, under modern conditions, apprenticeship can not be carried on successfully without the cooperation of the three principal parties whose interests are affected; namely, the employer, the employee, and the public; (2) that it is futile for any one of these three parties to go ahead with a plan independently of the other two; and (3) that one of the principal difficulties back of the whole question of apprenticeship is the absence of adequate incentives for the apprentice. Experience indicates that attempts to develop a lopsided plan result only in temporary success. Furthermore, successful apprenticeship plans

now in operation have demonstrated that plenty of apprentices can be secured, if, through a cooperative or joint apprenticeship commission, the apprentice is assured of an opportunity to secure a thorough training in a trade under decent working conditions and under a policy based upon a square deal for all parties concerned.

Developments in Apprentice Training.—The developments of the year both in apprenticeship training for the building trades and in trade-extension instruction for those already employed are much greater than is commonly supposed. The following data are based upon the official reports filed with the Federal Board by the States. While in some cases exact numbers can not be given, the figures show conclusively that the public program of vocational education is in fact dealing with this problem in a manner that is constantly becoming more effective, comprehensive, and extensive. The development of an adequate working personnel in the construction industry does not depend wholly upon systems of apprenticeship. The problem of upgrading the so-called journeyman worker is always present, and the enrollment of approximately 20,000 men in trade-extension classes for the building trades indicates the degree to which this problem is being met.

TABLE 5.—*Distribution of apprenticeship training in the building trades*

Number of States from which reports have been received to date.....	46
Number of States reporting building-trades classes.....	41

Classes for—	Number of States	Number of cities	Enrollment	
			Trade prepara- tory	Trade exten- sion
Carpenters and apprentices.....	29	84	1, 005	1, 667
Electricians and apprentices.....	28	113	1, 698	3, 536
Sheet-metal workers and apprentices.....	23	65	347	1, 293
Plumbers and apprentices.....	21	42	280	1, 924
Bricklayers and apprentices.....	17	40	171	1, 092
Painters and apprentices.....	11	12	39	254
Plasterers and apprentices.....	7	7	-----	154
Paperhangers, interior decorators, and apprentices.....	5	5	12	67
Tile setters' apprentices.....	1	1	-----	24
Miscellaneous trade-extension classes: Blue-print reading, etc.	-----	-----	-----	2, 368
The above tabulation does not include any of the enrollment figures for the States of New York, Massachusetts, and Pennsylvania, and none of the evening trade-extension enrollment in California. A very conservative estimate of the enrollment for these four States would be.....				
	-----	-----	1, 500	5, 000

In round numbers, therefore, the work of the past year in the field of apprenticeship and trade-extension training for workers in the building trades reached approximately 20,000 men and boys, divided as follows:

Apprentices and students in day trade schools.....	5, 000
Employed persons, journeymen, etc.....	15, 000

Vocational Education for Miners.—Trade-extension classes for men employed in the coal-mining industry were conducted during the year in twelve States. Reports for the fiscal year ended June 30, 1924, indicate a marked increase in the amount of work in this field over that of previous years. The total number of classes operated was 269, with an enrollment of 5,974 coal miners. Following is a list of the States with the number of classes operated and the enrollment:

<i>Coal mining</i>		Number of classes	Enroll- ment
Alabama.....		10	195
Colorado.....		25	271
Illinois.....		13	486
Iowa.....		11	280
Kansas.....		7	198
Maryland.....		2	56
New Mexico.....		23	812
Ohio.....		9	251
Oklahoma.....		30	391
Pennsylvania.....		¹ 90	1, 500
West Virginia.....		44	1, 457
Wyoming.....		5	77
Total.....		269	5, 974

Trade-extension work.—To illustrate the great variety of occupations for which trade-extension work is offered both in part-time and evening schools, the following list of 135 distinct courses of a trade-extension character is here appended. This list is not all inclusive. There are many other courses which might be added. A complete list probably would include more than 200 distinct trade-extension courses specifically organized and operated to meet the needs of persons employed in trades and industrial occupations. Industrial employment is undergoing constant changes. Within the last few years certain trades, such as harness-making, horseshoeing, and wooden shipbuilding, have almost disappeared, while such trades as airplane repairing, automobile repairing, and gas and electric welding have developed. Trade-extension classes are organized to serve these new occupations as the need arises. For example, a class in airplane repairing and maintenance was organized during the year at Cheyenne, Wyo., for mechanics engaged in the maintenance of the transcontinental air-mail service.

¹ Data from descriptive report of the State board for vocational education.

Auto mechanics:

- Truck and tractor repairing.
- Storage-battery repairing.
- Automobile repairing.
- Electrical-service maintenance.
- Tire repairing.

Airplane repairing and maintenance.

Beauty parlor work.

Blacksmithing.

Barbering.

Bricklaying.

Bookbinding:

- Stamping and inking.
- Forwarding and finishing.

Boilermakers:

- Drawing.
- Mathematics.

Carpentry:

- Blue-print reading for carpenters and builders.
- Roof framing.
- Steel square.

Cement and concrete construction.

Commercial art.

Ceramics (pottery).

Cotton grading.

Cigar making.

Cooking:

- Baking.
- Institutional cooking.
- Commercial candymaking.
- Restaurant cooking.
- Catering.
- Chemistry of baking.

Dressmaking.

Drafting:

- Mechanical drafting.
- Architectural drafting.
- Stone drafting (building).

Engineering:

- Janitor engineering.
- Stationary engineering.
- Applied science and mathematics.
- Firing and chemistry of combustion.
- Boiler-room chemistry.

Electrical work:

- Electric wiring.
- Electrical machinery.
- Radio construction and repair.
- Meter repairing.
- Armature winding.

Foremanship.

Foundry technology.

Flour milling.

Interior decorating.

Jewelry work:

- Silversmithing.
- Engraving.
- Jewelry repairing.
- Watch repairing.

Lumbering:

- Lumber grading.
- Lumber calculations.

Laundry work.

Millinery.

Monumental design for stonecutters.

Mining:

- Mine-rescue work.
- Geology for miners.
- Metal mining.
- Mine explosives.
- Mining machinery.
- First aid for miners.
- Coal mining.
- Arithmetic for coal miners.
- Mine ventilation.
- Mine timbering.
- Safety lamps.

Machinists:

- Electrical machinists.
- Machinists' apprentices' drawing.
- Machinists' apprentices' mathematics.
- Blue-print reading.

Nursing occupation, technical and related subjects.

Oil chemistry.

Oil geology.

Painting.

Packing, meat.

Paper hanging.

Printing:

- Linotype operating.
- Monotype operating.
- Press work.
- Electrotyping.
- Machine folding.
- Hand composition.

Pulp and paper:

- Papermaking.
- Chemistry of pulp and paper.
- Apprentices' course.

Pattern making.

Power-plant operation.

Plastering.

Power sewing-machine operation.

Plumbing:

Plumber's joint wiping.

Science for plumbers and steam-fitters.

Shop mathematics for plumbers.

Blue-print reading for plumbers.

Railway employees:

A. R. A. rules.

Air brake.

Car-shop drafting.

Locomotive operation.

Car-repair mathematics.

Car-repairman's drafting.

Sign painting.

Sheet-metal work:

Sheet-metal layout.

Sheet-metal pattern drafting.

Sheet-metal working.

Shoe repairing.

Shoemaking.

Steamfitting.

Show-card writing.

Textiles:

Weaving.

Spinning.

Carding.

Textile mathematics.

Textiles—Continued.

Weaving and mill calculations.

Slide-rule and mill detailing.

Loom fixing.

Worsted drawing.

Textile design.

Worsted spinning.

Topping and looping.

Knitting.

Picking.

Cloth calculations.

Textile chemistry.

Tool making:

Tool and die making.

Tool design.

Tile setting.

Tailoring:

Tailoring.

Cutting for tailors.

Telegraphy.

Welding.

Gas welding.

Electric welding.

Woodworking:

Cabinet making.

Mill work.

Rod making (furniture factories)

Wheelwrighting.

DIAGRAM XIV.—*Distribution of the above 135 sample trade extension courses among the 11 general groups of occupations given in the 1920 United States Census, with the addition of mining.*

Food and kindred products-----	*****
Textiles and their products-----	*****
Iron and steel and their products--	*****
Lumber and timber products---	*****
Leather and its finished products--	**
Paper and printing-----	*****
Chemicals-----	*
Stone, clay, and glass products--	*****
Vehicles for land transportation--	*****
Railroad repair shops-----	*****
Miscellaneous industrial occu- pations-----	*****
Mining-----	*****

Teacher Training. The Purpose of Teacher Training.—The principal factor which contributes to the success of a trade or industrial school or class is an adequately prepared instructor. Regardless of how much money may be available or how perfect may

be the organization for doing the work, the whole program will fail if the instructors of the classes lack either of two principal qualifications: (a) A thorough, practical knowledge of the occupation for which they are giving instruction, and (b) a sufficient knowledge of what constitutes good teaching to enable him to teach effectively what he knows. The purpose of the teacher-training program is to provide professional training for persons who already have a thorough knowledge of and skill in the vocation which they are to teach.

A Recent Development.—Prior to 1917 very little teacher training of the type here referred to had been organized. A few scattered institutions were engaged in the work of training teachers for manual and industrial arts work. Academic training of collegiate grade was believed to be of greater importance than mastery of an occupation, and such trade skill as was acquired was considered as of secondary importance. The theory, widely accepted, was that it was better to have a teacher of shop work who had a so-called liberal education and a smattering of trade knowledge than to have a man who had less general education but who had served an apprenticeship in a skilled trade and had demonstrated his skill as a worker by several years of experience as a journeyman. Teachers of the industrial arts type could hardly be expected to meet the need in a new program of trade and industrial education which was intended to accomplish two major purposes: (1) To serve as a substitute for the old apprenticeship by giving boys certain preparatory training which would enable them to make good in industrial employment as advanced apprentices; and (2) to meet the needs of persons at all stages of advancement already employed in trades and industrial occupations. For such a program it was obvious that it would be necessary to have teachers who were masters of their trades; therefore the program of teacher training became largely one of giving certain professional training to persons already vocationally competent as stipulated in section 12 of the national vocational education act. This type of teacher training, which is very different from anything that existed at the time of the passage of the national vocational education act, has been developed and prompted by the Federal Board during the past seven years.

Financial Statement as to Teacher Training.—The national vocational education act provides \$1,000,000 for teacher training which is apportioned to the States annually. Under the terms of the act each State may spend from 20 to 60 per cent of its Federal allotment for teacher training for each of the three lines of work, namely, agriculture, trades and industries, and home economics. The total amount of Federal money therefore which is available for teacher training in the industrial field may range from \$200,000 to \$600,000. During the fiscal year covered by this report \$322,814.39 of the

Federal allotment was used by the States for trade and industrial teacher training.

For the most part the teacher-training funds are matched in the States by State appropriations, but in a few of the States where there are no State appropriations for matching the Federal allotments the State university or agricultural and mechanical college provides the matching funds. In some instances local communities participate directly in the teacher-training program by contributing a portion of the salary of the local teacher trainer. The expenditures from Federal funds, amounting to \$322,814.39, were during the year covered by this report matched by State and local funds amounting to \$393,419.29, divided as follows: State \$319,778.55, local, \$73,640.74.

How the Teacher Training Is Organized.—Under the terms of the national vocational education act and the policies of the Federal Board, the State board for vocational education in each State is the agency which must assume the responsibility for the teacher-training program. The State program in each case is subject to approval by the Federal Board. The types of organization set up within the States for handling the teacher-training problem vary considerably. In a number of States the State boards have designated the State university or agricultural and mechanical colleges as the official teacher-training institution. In other States the teacher training is carried on directly by agents of the State board, and in a few instances the work is carried on cooperatively by the State and certain city boards of education. Where this type of organization exists, the State university is sometimes a party to the cooperative arrangement, while in other cases neither the State university nor other higher institutions of learning has anything to do with the program. This situation is evidence that the Federal Board has not attempted to impose a standardized procedure upon the States. Conditions in the different States vary considerably, and what will work best in Massachusetts may not be at all suited to the needs of California or Texas. The Federal Board has consistently recognized that the important thing is to have efficient teacher-training work carried on in the States, it has not only refrained from attempting to dictate regarding the details of how this should be done, but has assisted the States, so far as possible, in developing their work in accordance with their own needs and with regard to the conditions existing in each individual State.

What is There to Show for This Expenditure of Teacher-Training Funds?—It would be entirely in order for any interested citizen to raise the question as to what there is to show for this expenditure of money for teacher training. In a preceding paragraph it has already been stated that, prior to 1917, practically nothing had been done anywhere in the United States in developing the type of teacher

training needed for an effective program of trade and industrial education. Now, at the end of a seven-year period, while it can not be claimed that the work is as effective and as efficient as it should be, there is, nevertheless, considerable to show for the expenditure of money which has been made.

All States Have a Teacher-Training Organization.—Every one of the 48 States now has an organization for training teachers of trade and industrial subjects. Every State has one or more supervisors of trade and industrial education who have as one of their responsibilities the improvement of the work of employed teachers. In a great many of the States, where the work is scattered, the supervisor of industrial education or the teacher trainer carries on the teacher-training work at such points in the State as are most convenient for the persons to be served. Trade and industrial residence courses at State institutions are somewhat rare, most of the teacher-training work being carried on in evening classes at convenient points.

Residence Courses.—While it is very difficult to operate residence courses for industrial teachers during a regular school year, intensive summer courses at State institutions have proved to be worth while, and in a majority of the States intensive summer courses and conference constitute an important phase of the work of teacher training. Every State not only has an organization for training trade and industrial teachers but is really training teachers. As the work has developed it has been generally recognized that the most effective teacher training can be done with employed teachers. It is very easy to waste a lot of money training large numbers of persons as teachers in advance of their being employed as such, because many of them may never teach at all in an approved trade and industrial school. On the other hand, all the work done with employed teachers functions, at least in theory, in securing better teaching in the schools. The Federal Board has consistently emphasized that the measure of success of any teacher-training program in any State is the degree to which it functions in securing and maintaining the best type of teaching in the vocational schools of the State. The numbers of students enrolled in teacher-training classes, the amount of time spent by these students on given subjects, and all the other factors which might be considered in evaluating a teacher-training program are of no significance whatever unless the teacher-training actually results in good work on the job by the teachers who have been enrolled in these classes. The question as to whether or not better teaching is being done in approved vocational schools than would be done if there were no organized teacher-training work, or the question as to whether the teaching being done is as good as it should be, can not be completely answered by statistical data. It is the opinion of the staff of the Federal Board that the quality of work

being done by teachers in all types of trade and industrial classes is showing a marked improvement each year and that the results which are being secured could not be hoped for if it were not for the teacher-training and supervisory work of the different States.

Special Types of Teacher Training—Much of the industrial education in operation in this country is being carried on in industry and there is no particular reason why any attempt should be made to change this situation. For many occupations, especially those of a specialized character, such training as is necessary can often be given more efficiently and more effectively in the industry itself than it could be given in any type of school that could be set up at a reasonable cost. In certain large industries special instructors are employed to break in green workers and to carry on such other training as may be necessary in the organization.

In smaller organizations, and frequently in large organizations, this instructional work is carried on by the foremen. While all of this teaching may be conducted and carried on separate and apart from any public school organization, it is clearly in the interest of society to have the work well done. Poor instruction and poor handling of "green" workers on the job tend to discourage new employees, to produce dissatisfaction among the workers, to increase labor turnover, to increase accidents and to add to the cost of doing business by increased damage on account of tools and equipment, spoilage of material, and waste of time and effort. In view of this situation many of the States have made special efforts to enroll foremen and plant instructors in teacher-training courses specially organized to meet the needs of this group of workers.

While the instructional work of the foreman is of great importance, it is generally recognized that this constitutes only one small part of the job of an industrial foreman. During the last few years increasing attention has been given to courses in foremanship. Such courses not only serve to prepare foremen to meet the requirements of their jobs, but, if properly handled also serve to enlist foremen as supporters of the public program of vocational education. Inasmuch as foremanship is an industrial occupation, foremanship courses can be legitimately organized and operated as trade extension classes as a part of the public school program. In many cases, however, industrial organizations prefer to carry on such work themselves as a plant activity. This situation has caused a considerable development in various sections of the country in teacher-training courses for teachers of foremanship classes or as conference leaders.

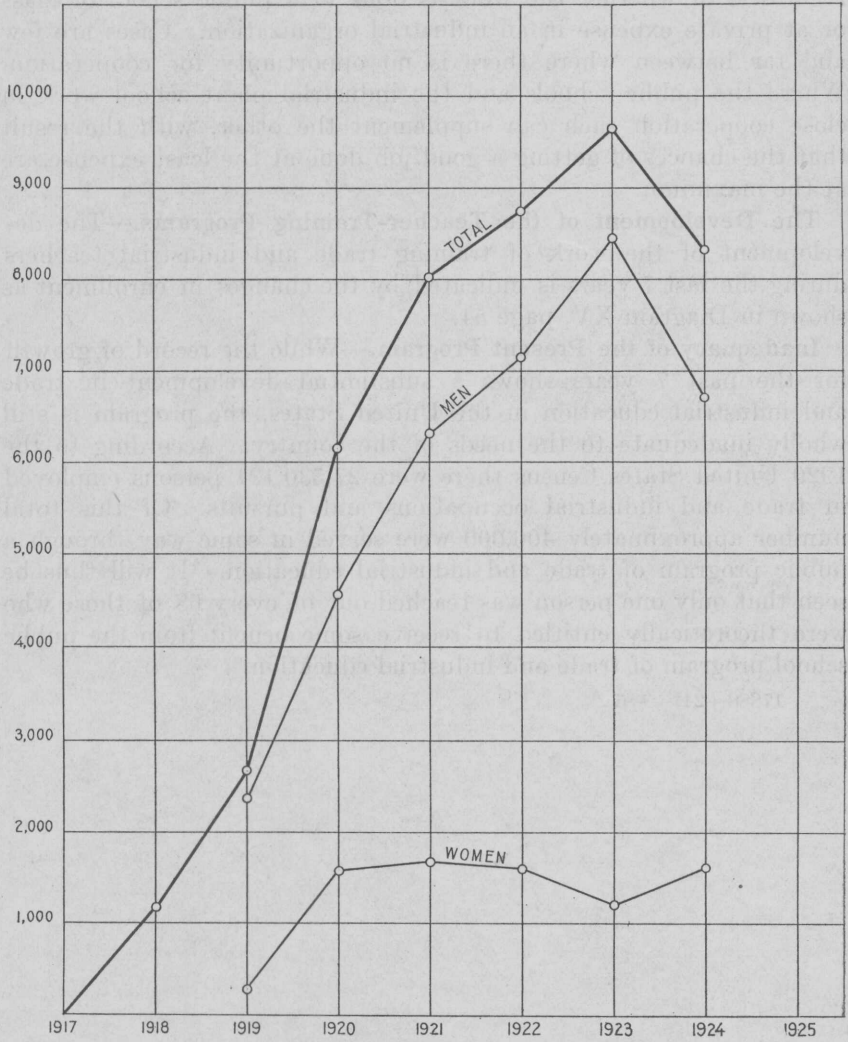
In view of the fact that much of the work in trade and industrial education is intimately associated with educational activities carried on in industry, opportunities for service in this phase of trade and industrial education by the State teacher-training and supervisory

staffs have developed to a considerable extent. This service consists in giving advice and rendering assistance in organizing plant activities, and usually results in close cooperation between the industry served and the public school program. Much of this work has been developed upon the assumption that it is a matter of public interest to do as good a job as possible in trade and industrial education regardless of whether the work is done in a public school or class or at private expense in an industrial organization. Cases are few and far between where there is no opportunity for cooperation. Where the public schools and the industrial plant school work in close cooperation each can supplement the other, with the result that the chances of getting a good job done at the least expense are at the maximum.

The Development of the Teacher-Training Programs.—The development of the work of training trade and industrial teachers during the last 7 years is indicated by the changes in enrollment as shown in Diagram XV, page 54.

Inadequacy of the Present Program.—While the record of growth for the past 7 years shows a substantial development in trade and industrial education in the United States, the program is still wholly inadequate to the needs of the country. According to the 1920 United States Census there were 27,530,121 persons employed in trade and industrial occupations and pursuits. Of this total number approximately 400,000 were served in some way through a public program of trade and industrial education. It will thus be seen that only one person was reached out of every 68 of those who were theoretically entitled to receive some benefit from the public school program of trade and industrial education.

DIAGRAM XV.—*Enrollment in federally aided trade and industrial teacher-training classes, by years, 1918 to 1924*



SECTION II

THE HOME ECONOMICS EDUCATION SERVICE

The Importance of Home Economics Education to the Welfare of the Country.—Thousands of millions of dollars are spent annually by families in the United States for food, clothing, and shelter. Women buy practically all the dry goods and women's and children's clothing required for family consumption, probably nearly nine-tenths of the food, one-half of the household hardware and house furnishings, and a considerable proportion, perhaps one-tenth of the men's clothing. No business man would be willing to turn over to an absolutely untrained buyer the funds which he expects to invest in wool, wood, iron, or steel for his factory, and it is equally important to the economic welfare of the country that the buyer for the home should be trained to expend wisely, especially since this expenditure frequently absorbs practically the whole income.

The Changed Condition.—The change in economic conditions that has transformed the home from a center of production to one largely of consumption, has also changed the type of skill and information needed for the successful homemaker and lessened the opportunities for training in the home for the vocation of homemaking. The development of an industrial system into which girls and women in increasing numbers are entering for gainful employment, has still farther lessened the opportunities for such training within the home. The census of 1920 shows that of all persons 16 years of age and over gainfully employed in industrial fields, approximately 30 per cent, or one-fifth, are girls and women. The lengthening of the school year, the opening of the doors of all higher institutions of learning to girls and women, have prolonged the school life and thus decreased the opportunities for home training. The modern living conditions are making large calls on the time of the modern woman and are diminishing the hours in the home available for the training of daughters in home making.

The Need for Training in Home Making.—In addition to determining the expenditure of income and directing or performing the labor involved in running the plant, the home maker must possess the information and skill necessary to perform the various jobs connected with feeding and clothing the family, the care of house and equipment, the care of family health, and the care and rearing of children. Furthermore, on her rests in largest measure, the whole responsibility of maintaining and promoting family morale and a

wholesome atmosphere in home life, that exceeds in importance all other functions.

The effective discharge of these great responsibilities demands that the 50,000,000 girls and women in this country, the vast majority of whom will eventually be in charge of households, and all of whom will contribute in large measure to successful home life, should be efficiently trained for this piece of work.

The Responsibility of the Public School.—In the face of this great need, the changed conditions, and the absence of any other social agency that can perform efficiently the function of training for this vocation, it becomes the duty and responsibility of the public school to assume this obligation to whatever degree it may be necessary to insure permanence of this work.

The Function and Responsibilities of the Home Economics Education Service.—The function of the Home Economics Education Service is to cooperate with the States in promoting a program for training girls and women in the vocation of home making.

It has three major responsibilities in the following order of importance:

1. Service to the States in developing and improving programs in training for home making.
2. Research in problems in training for home making.
3. Administration.

Service Work to the States.—The home economics staff, through its chief and two Federal agents, discharges the service function by—

1. Visiting the vocational schools and teacher-training institutions in the States on invitation of the State staff.
2. Participating in State, district, and local conferences to discuss problems of vocational education in home economics and special undertakings in this line in the country.
3. Conducting regional and sectional conferences where small selected groups work intensively for several days on special problems of vocational education in home economics.
4. Meeting, on invitation, with women's clubs and other organizations to explain the purpose and plans for vocational education in home economics, and furnishing materials for study along these lines in such clubs and organizations.
5. Carrying on a more or less informal correspondence in response to the large number of requests that come from individuals for advice and assistance in organizing the work of vocational education in home economics in localities.

6. Participating in programs of national organization which are directly or indirectly in contact with the national program of vocational education.
7. Cooperating as far as possible with all national bureaus and agencies for the promotion of home-making education.

Research Work.—With a limited staff, limited time at its disposal, and the great demand for service, the home economics education service has had little opportunity to concern itself with what might properly be termed “research in home economic education.” Some studies and investigations have been made in cooperation with State and other agencies, and a few have been made within the service itself. These have been selected with reference to what seemed to be the outstanding needs for training in the vocation of home making and have been placed at the disposal of the States in the form of bulletins under the following titles:

- Bulletin No. 23. Clothing for the Family. 1918.
- Bulletin No. 28. Home Economics Education, Organization and Administration. Revised, 1924.
- Bulletin No. 35. Use and preparation of Foods. 1919.
- Bulletin No. 37. Survey of the Needs in the Field of Vocational Home Economics Education. 1919.
- Bulletin No. 65. Child Care and Child Welfare. 1919.
- Bulletin No. 71. The Home Project; Its Use in Home-Making Education. 1921.
- Bulletin No. 79. A Study of Home Economics Education in Teacher Training Institutions for Negroes. 1923.
- Bulletin No. 86. The Health of the Family. A Program for the Study of Personal, Home, and Community Problems. 1923.

Research Work now Being Carried on.—At the present time, within the service, the following studies are being undertaken, the findings and recommendations of which will, when completed, go out in the form of bulletins or mimeographed material to the States:

1. The place and function of home-making training in the part-time school.
2. The function of the practice house in teacher-training institutions.
3. An analysis of the vocation of home making as a basis for developing short units of instruction.
4. Plant and equipment for vocational schools and classes in home economics.

Research Work in Contemplation.—During the coming year such additional special studies and investigations as time permits will be made by the chiefs and Federal agents on—

1. Difficulties experienced by women from the trades when employed as teachers in adult classes in home making.
2. The development of methods of conducting discussions in evening classes.
3. The fundamental relationships between home economics and related subjects.
4. The difficulties of the young teacher who is giving instructions in home making.
5. The weaknesses of young teachers along technical lines as they go out from institutions.
6. Establishing standards of accomplishments to determine what vocational experience girls should have in home making before attempting to teach the subject.
7. Character of summer projects to supplement vocational experience of girls being trained to teach home making.

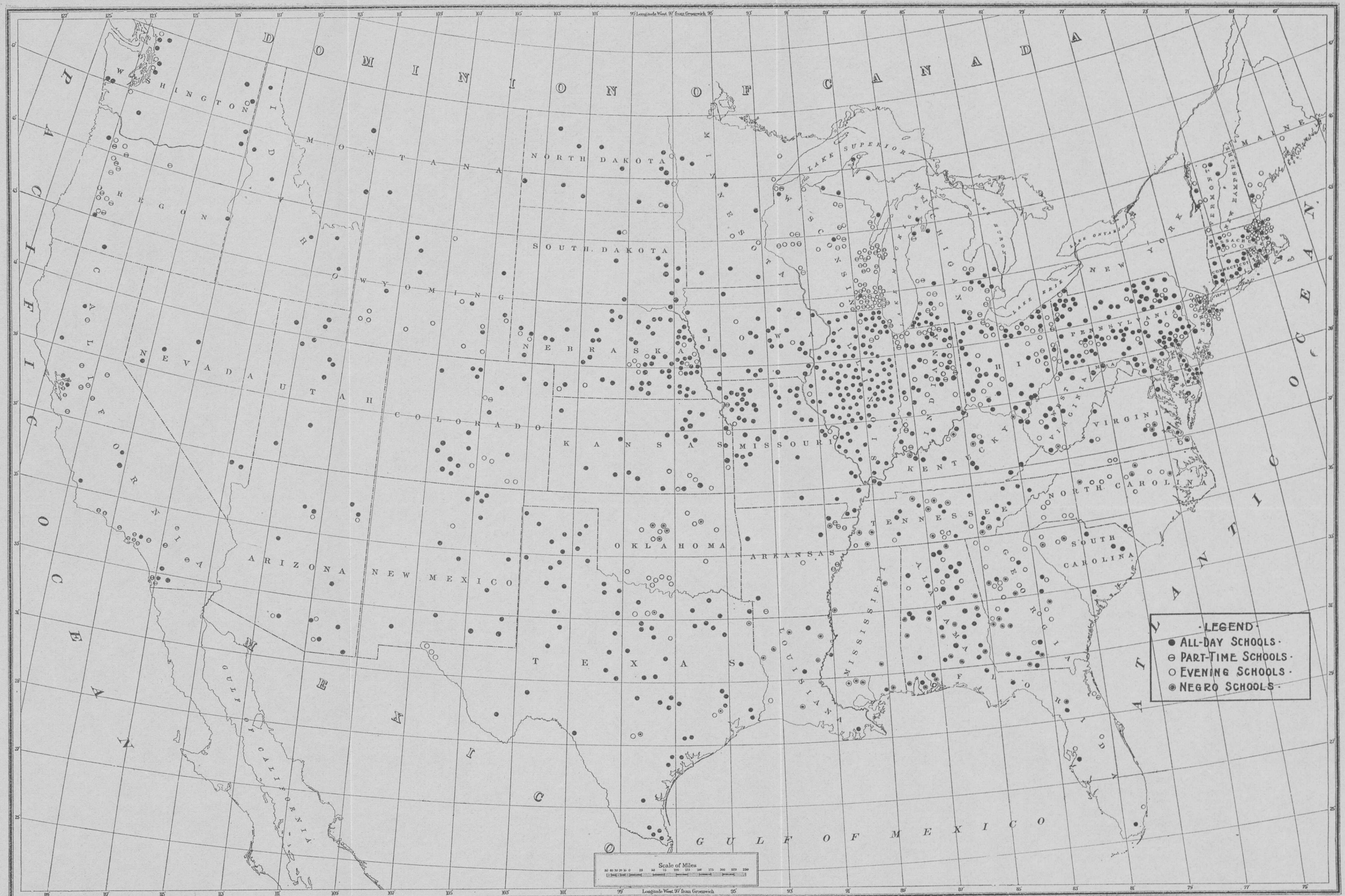
Administrative Work of the Service.—There are certain administrative responsibilities, largely of an inspectorial character, that necessarily accompany the work of any division in the Federal Board for Vocational Education. Of these this service assumes its proportionate share in its special field. This inspectorial work largely deals with determining the degree to which the work as carried on in the States conforms to such success or efficiency factors as are listed below.

Success Factors in Home Economics Education.—The measure of success of any vocational program is found in the extent to which training is carried on—

1. Under conditions which duplicate the condition under which the individual will subsequently work so far as the vocation is concerned.
2. Under an occupationally competent instructor.
3. So that all training work shall be productive—that is, the results shall be usable.
4. With tools, equipment, and working conditions of the same type as the vocation itself demands.
5. With use of specifically functioning content.
6. With regard to the special characteristics of the group to be taught.
7. In accordance with recognized standards by which to measure the effectiveness of the program.
8. With maximum accessibility to those who can profit by the training.

Types of Schools.—In order that State programs may measure up to these standards, provision is made for three types of schools and for the special training of teachers for these schools. These three types of schools are—

MAP III.—Vocational home economics schools federally aided for the year ended June 30, 1924, by States.



1. All-day schools, designed for girls in full-time schools, 14 years of age and above.
2. Part-time schools, designed for girls in employment.
3. Evening schools, designed for adult women.

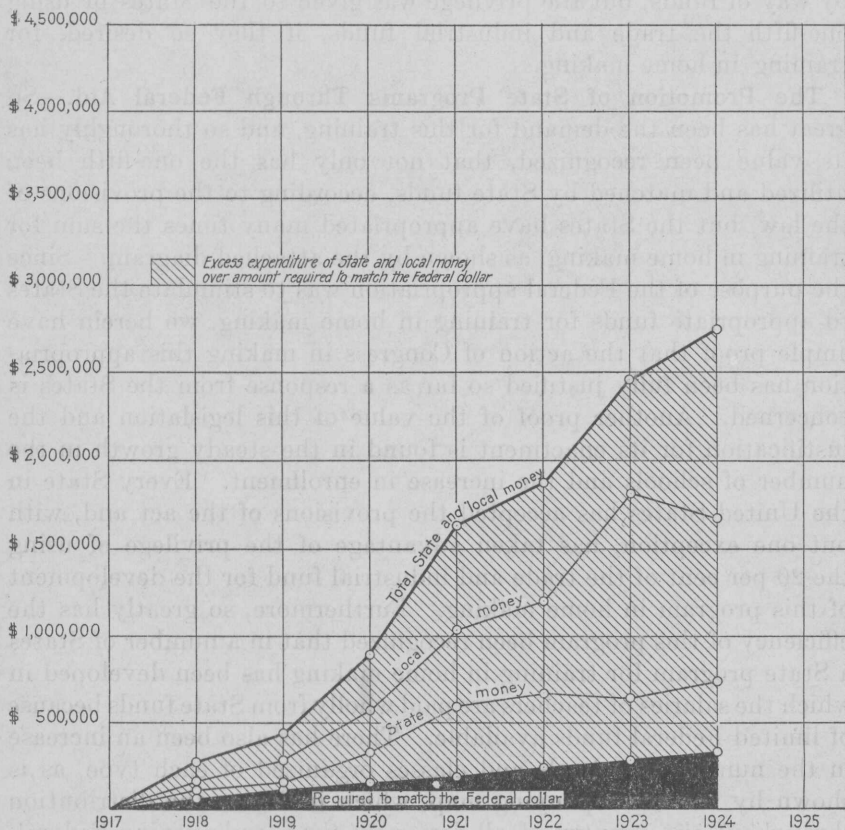
Federal Aid Limited.—In the national vocational education act less money was provided for training girls and women in home making than in any other line; in fact, no direct provision was made by way of funds, but the privilege was given to the States of using one-fifth the trade and industrial funds, if they so desired, for training in home making.

The Promotion of State Programs Through Federal Aid.—So great has been the demand for this training, and so thoroughly has its value been recognized, that not only has the one-fifth been utilized and matched by State funds, according to the provisions of the law, but the States have appropriated many times the sum for training in home making, as shown by the attached diagram. Since the purpose of the Federal appropriation was to stimulate the States to appropriate funds for training in home making, we herein have ample proof that the action of Congress in making this appropriation has been fully justified so far as a response from the States is concerned. Another proof of the value of this legislation and the justification for its enactment is found in the steady growth in the number of schools and the increase in enrollment. Every State in the United States has accepted the provisions of the act and, with but one exception, has taken advantage of the privilege of using the 20 per cent of the trade and industrial fund for the development of this program in home making. Furthermore, so greatly has the efficiency of this program been recognized that in a number of States a State program for training in home making has been developed in which the salaries of teachers are paid wholly from State funds because of limited Federal funds available. There has also been an increase in the number of schools and classes organized of each type, as is shown by the accompanying map, which indicates the distribution throughout the country of all-day, part-time, and evening Federal-aided vocational schools and State-aided vocational schools.

Reaching Employed Girls and Adult Women.—In the early organization of the program Federal and State funds were utilized very largely to develop programs in the public schools for the school girl who can attend full time. It was more difficult to organize the work for those not enrolled in full-time schools since our public-school machinery is largely based on regular school attendance for five days of the week. As the effectiveness of the vocational program demands that it shall be available when needed, where needed, and to all groups needing the work, it became evident that provision must be made for giving this instruction to employed girls and to adult

women. with this growing appreciation of the necessity of extending the program to reach all classes, evening schools for adult women have had an almost prodigious growth in the past three years, while the part-time schools for employed girls have developed in many of

DIAGRAM XVI.—*Vocational home economics education. Expenditures of State and local money compared with amount required to match the Federal dollar, by years, 1918 to 1924*

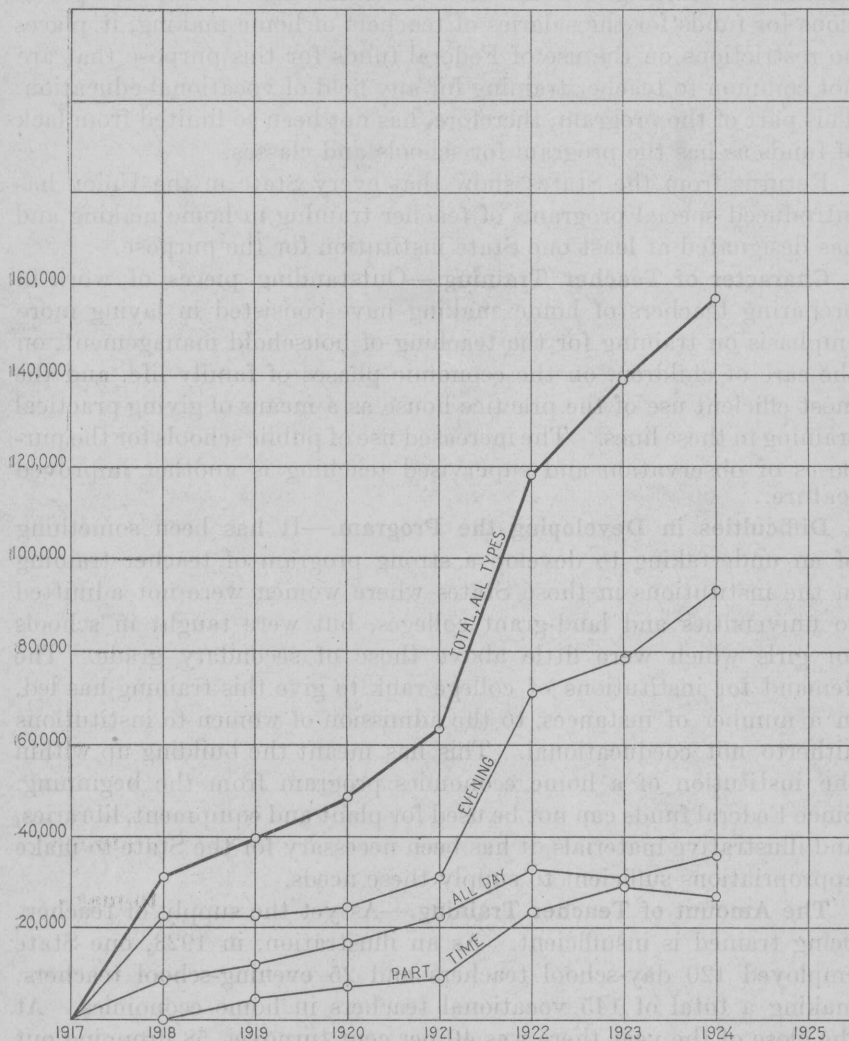


those States—24 in number—in which compulsory part-time legislation has been enacted.

Teacher Training.—The teacher is the mainspring of the school. No matter how much money may be expended on fine building and equipment, on libraries and illustrative materials, they count for little unless there is a teacher who can use them to the best advantage as she analyzes the needs of her students and sets up her objectives and plans her work to teach persons rather than subjects. This means a training both in preparation for the work and while in service as a teacher. Therefore, in enacting the Federal law for vocational education, provision was made for cooperating with the

States in the maintenance of teacher training, the purpose of which is to secure competent instructors in all types of home-making schools. In making appropriations for this purpose, as in the case of salaries of

DIAGRAM XVII.—*Enrollment in federally aided home economics schools, by years, 1918 to 1924*



teachers in vocational schools and classes, every dollar of Federal money must be matched by a dollar of State or local money.

Excess Expenditures by the States.—Here again, as in the appropriations for the salaries of teachers in vocational schools and classes, the States in conducting the teacher-training programs have appropriated far more for this purpose than was necessary to match Federal

funds, and, in many instances the institution in which the training was conducted has supported out of its own general education funds some of the expense in addition to that carried by the vocational funds, see Diagram XVI, page 60.

Federal Aid for Teacher Training Less Limited than for Home Economics Training.—While the Federal law makes no special provisions for funds for the salaries of teachers of home making, it places no restrictions on the use of Federal funds for this purpose that are not common to teacher training for any field of vocational education. This part of the program, therefore, has not been so limited from lack of funds as has the program for schools and classes.

Returns from the States show that every State in the Union has introduced special programs of teacher training in home making and has designated at least one State institution for the purpose.

Character of Teacher Training.—Outstanding pieces of work in preparing teachers of home making have consisted in laying more emphasis on training for the teaching of household management, on the care of children, on the economic phases of family life, and the most efficient use of the practice house as a means of giving practical training in these lines. The increased use of public schools for the purposes of observation and supervised teaching is another improved feature.

Difficulties in Developing the Program.—It has been something of an undertaking to develop a strong program of teacher training in the institutions in those States where women were not admitted to universities and land-grant colleges, but were taught in schools for girls which were little above those of secondary grade. The demand for institutions of college rank to give this training has led, in a number of instances, to the admission of women to institutions hitherto not coeducational. This has meant the building up within the institution of a home economics program from the beginning. Since Federal funds can not be used for plant and equipment, libraries, and illustrative materials, it has been necessary for the State to make appropriations sufficient to supply these needs.

The Amount of Teacher Training.—As yet the supply of teachers being trained is insufficient. As an illustration, in 1923, one State employed 120 day-school teachers and 25 evening-school teachers, making a total of 145 vocational teachers in home economics. At the close of the year there was 40 per cent turnover, 58 dropping out and 86 remaining in the work. In the same year approximately 33 students graduated from the vocational courses in teacher training in home economics in the State teacher-training institutions. They are, therefore, training in that State about 60 per cent of the turnover with no provision for new teachers in the expansion of the program and organization of new schools. This situation is duplicated in many other States and shows great need for expanding within

the institutions the program for training teachers of home making. This the service is endeavoring to promote.

The Training of Teachers in Service.—The training of teachers in home making has not been confined to that given to those looking forward to teaching, but has included the training of teachers in service. This training is, to a large extent, given away from the teacher-training institution, although usually directed by it and often carried on in cooperation with the State board for vocational education. Since every State has a State supervisor either on full or part time, whose special function it is to visit the schools, conduct conferences, and otherwise assist the teachers in making as efficient as possible the instruction in home making, these supervisors have been of great service in promoting this program of training teachers in service.

The Need for This Type of Teacher Training.—There has been great need for this special program of teacher training, particularly as it relates to the training of teachers for part-time and evening schools. Our teacher-training institutions have been organized to train teachers of the adolescent girl in the full-time school. With the organization of schools and classes in home making for the employed girl who can spend from one to two hours a week in this line of work for perhaps a year or two, and the adult woman who can come for about four hours a week for short periods of time, this type of training does not meet the need. It has therefore been necessary, for this purpose, to recruit women of special training and experience and give them assistance on the job in order to get efficient instruction for the part-time and evening schools. This program is just starting. Not more than two or three States are consciously developing plans to secure specially qualified and experienced women for the out-of-full-time school instruction and give them training. Federal aid and service are still greatly needed to stimulate this type of teacher training, as well as to further expand in institutions the program of teacher training along vocational lines.

The Use of Short Unit Courses.—In order to give breadth, elasticity, and flexibility to the program of instruction for adult women, use has been made of the short unit course, which sets up a small number of lessons in some particular line which may be completed within a period of a few weeks. By this arrangement the adult woman who is seeking to supplement her present abilities in home-making lines is free to select the work in which she is least proficient without being enrolled for a set number of months. The value of the short unit in evening schools has become so apparent that the work in the part-time schools is being organized on a similar basis and its use is even being extended to the full-time classes.

Securing Practical Working Conditions.—Every effort is made to give the pupils actual practice in a normal home environment. To this end home projects, or home-making “jobs” carried out in the home itself are recognized as a legitimate part of the vocational program in home economics, and some very successful and interesting work has been done in that line. The mother in the home has had a large interest in the vocational program and willingly cooperates with the school in having these projects conducted in the home. The following case is typical: An older daughter had pursued work in home economics in a school where she had two or three lessons a week and no home-project work. A younger daughter had five lessons a week with home-project work, as provided in the regular home-economics course. The mother stated that the younger daughter was much more interested and was making direct personal application of the instruction received in school.

In 1924 home projects were observed as part of the program in home economics in vocational schools in 30 States. In approximately 50 per cent of these States it was a requirement in the schools. This implies that a certain amount of time each week was given by the students to the discharge of responsibilities in their own homes under the supervision of the school, in cooperation with the mothers. In other States home practice was either carried on or encouraged in the vocational schools. The home practice differs from the home project in that the home work is not so carefully organized, supervised, and checked up.

Great effort has been made to give the girls as much practical experience as possible in child care and training consistent with their years and experience. Home projects have been conducted in clothing for younger members of the family, diets for special family needs, recreation and home entertainment for the younger children in the family, and family relationships.

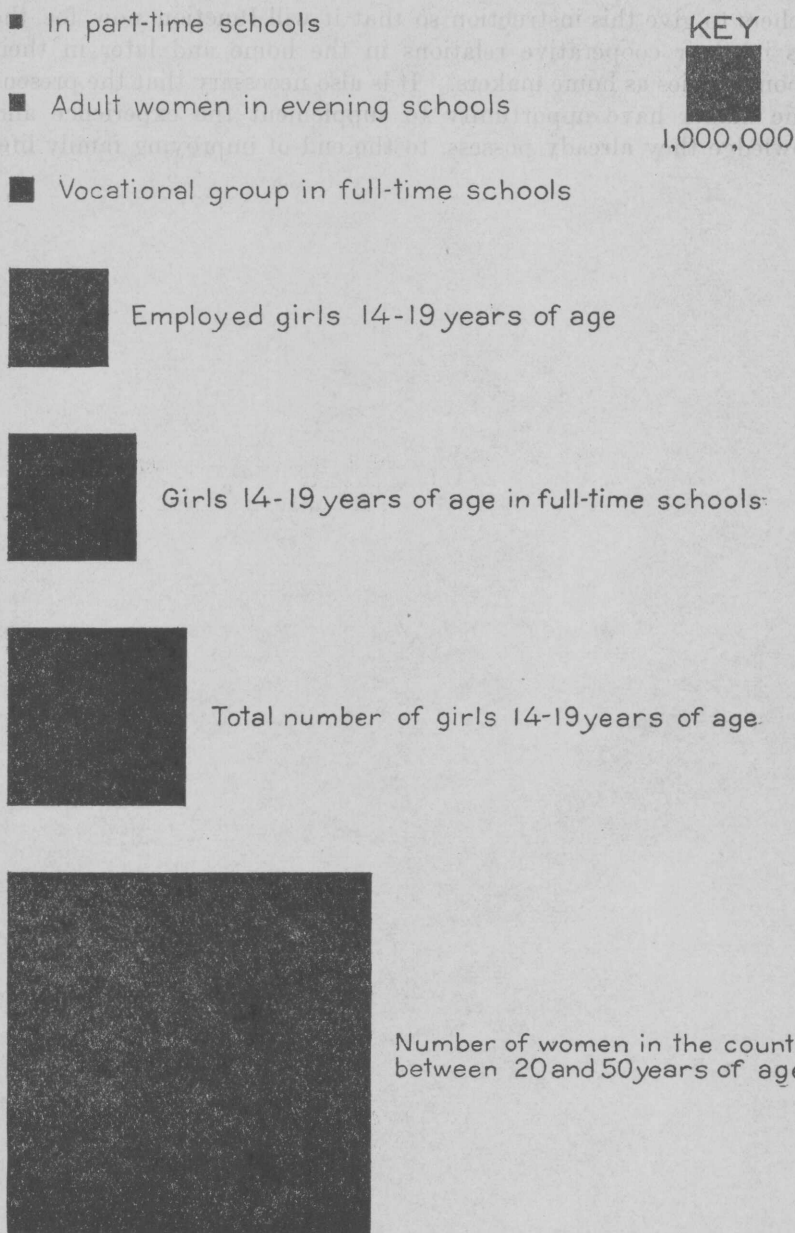
The Use of Practice Houses.—In several States practice houses have been built in connection with all-day and part-time schools, and girls have been given opportunity to carry out their practice under conditions very much more like those of the home than would be found in an ordinary school laboratory.

Scope of the Present Program and Needs for Expansion.—This program of vocational education in home economics for training for home making is but fairly started and is far from adequate, as is shown by the following diagram:

As stated above, the number of teachers being trained in institutions is not sufficient to meet the demands of the schools and the field for training teachers in service has scarcely been touched.

The American Home and American Life.—Unquestionably, the American home is the most influential institution we possess in the

DIAGRAM XVIII.—*Showing the small number receiving training in home making and the large number to whom it should be available*



development of our national life, and if we would develop this important institution to a high degree of efficiency, it is absolutely essential that every possible resource should be made available for training girls and women in the vocation of home making and preparing teachers to give this instruction so that it will function now for the girls in their cooperative relations in the home and later in their responsibilities as home makers. It is also necessary that the present home maker have opportunity to supplement the experience and knowledge they already possess, to the end of improving family life.

SECTION III

CIVILIAN VOCATIONAL REHABILITATION DIVISION

The Development of the National Program of Civilian Vocational Rehabilitation Inaugurated Under Act of 1920.—The Federal act for the promotion of civilian vocational rehabilitation of physically disabled civilians became effective on June 2, 1920. Prior to the passage of this act only six states were engaged in rehabilitating their disabled citizens. As a result of the program of promotion of the movement by the National Government, 36 States are now engaged in the work. In preceding reports to Congress by the Federal Board attention has been directed to the establishment of the work in the several States and to the progress that has been made each year in developing and expanding the service. During the period of four years that the Federal act has been in operation very substantial improvement has been effected in all phases of the program. Not only have the States increased their administrative staffs to meet continuously expanding needs, but they have also developed methods of case procedure in order more efficiently and promptly to return to remunerative employment the victims of disabling accidents and disease.

The Importance of the Use of the Case Method.—In so far as the general practices of rehabilitating the vocationally disabled are concerned few innovations in case methods as described in former reports to Congress have been made in the last fiscal year. There has been evident, however, a gradual and satisfactory growth in most State programs in respect to scope of service and in provisions for serving a greater volume of eligible persons. Experiences during the year 1924 have tended to further strengthen the conviction of the State rehabilitation personnel that the only feasible plan of rehabilitating the physically, vocationally disabled is "the case method." Each case must be studied and analyzed for the purpose of ascertaining the most effective treatment owing to variation in age, education, vocational experience, capacity, temperament and disability. A specific program is necessary for each case to be rehabilitated. Thus it is not difficult to see why it is impossible for the State agencies to rehabilitate the disabled in groups and thereby serve larger numbers than through individual treatment.

Organized Cooperation.—The disadvantage is offset to a considerable degree, however, by the use of what is generally called "organized cooperation," that is, cooperation on an organized basis

by various individuals and agencies engaged in services related to rehabilitation. During the present year this plan of cooperation has been still further developed and improved in a number of the States. In some of them the administrative program has been expanded either by addition to the staff or through the establishment of additional district offices. Much must still be done in this connection, however, if the disabled population of many of the States is to be adequately served.

Growth of the Work.—Some idea of the general growth of the work may be gained by inspection of the following statistics:

	Rehabilitated and returned to employment during the year
1921.....	523
1922.....	1, 898
1923.....	4, 530
1924.....	5, 594

At the close of the fiscal year 1924 there were in process of rehabilitation over 13,000 vocationally disabled persons in the 36 cooperating States.

The act of 1920 made available to the 48 States Federal funds in the following amounts for the several fiscal years:

	Allotments on basis of population	Special allotments to guarantee minimum
1921.....	\$750, 000	\$46, 000
1922.....	1, 000, 000	34, 000
1923.....	1, 000, 000	34, 000
1924.....	1, 000, 000	34, 000

The following shows the total amount of Federal and State money which was expended year by year in the cooperating States:

	Federal funds expended	State funds expended
1921.....	\$93, 335	\$191, 347
1922.....	318, 608	427, 825
1923.....	525, 387	662, 783
1924.....	551, 265	689, 226

For the fiscal year 1923 the average cost of rehabilitating a disabled individual throughout the country was \$262,¹ while in 1924 the cost was reduced to \$221.01.

This is evidence of increased efficiency and an indication that the rehabilitation program has been conclusively demonstrated as economically sound.

Uncertainty as to further Federal aid.—Owing to the great uncertainty throughout the entire fiscal year 1924 with respect to the action that might be taken by Congress to provide for the continuation of the Government's program of promoting civilian rehabilitation, it was natural that the work in the several States was consider-

¹ As revised by field audit.

ably retarded and restricted. Many State authorities were loathe to make contracts for the training of disabled persons when it was uncertain whether the Federal Government would continue its support after June 30, 1924. Had this uncertainty not existed a much better showing would have been made during the year 1924 in so far as the accomplishments are concerned.

Scope of Civilian Vocational Rehabilitation Activities.—Sometimes a question is raised whether the civilian vocational rehabilitation program is restricted to particular groups or classes of handicapped persons, or to certain fields of activities or occupations. The question is answered decidedly in the negative by the results of a study recently made of 6,000 rehabilitated persons who were to be found working at 628 different jobs. These cases were taken from those which had been rehabilitated in 36 cooperating States in the last two or three years. A great variety of physical disabilities are represented, ranging from total blindness and multiple amputation to loss of part of hand or foot.

An inspection of the following lists of jobs, which are represented in the fields of agriculture, commerce, and industry, shows the great diversity of the rehabilitation program.

628 jobs at which 6,000 disabled persons are working

Accountant, junior.
 Accountant, senior.
 Advertiser, commercial.
 Advertising manager, newspaper.
 Air-compressor operator.
 Annealer.
 Apiarist.
 Armature winder.
 Artificial limb maker.
 Artist, commercial.
 Artist, portrait.
 Art needle worker.
 Art novelty worker.
 Assayer.
 Assembler:
 Air valves.
 Automobiles.
 Automobile accessories.
 Castings.
 Electrical equipment.
 Light machinery.
 Radio apparatus.
 Small metal parts.
 Stoves.
 Toys, novelties, etc.
 Typewriters.
 Miscellaneous.

Auditor.
 Auto body builder.
 Auto electrician.
 Auto repair mechanic.
 Auto service station attendant.
 Awning maker.
 Baggage factory, proprietor.
 Bag machine operator.
 Baker, hand.
 Baker, machine.
 Baker's helper.
 Baler, waste paper.
 Barber.
 Basket-machine operator.
 Basting puller, clothing batter.
 Batter-out, pottery.
 Battery maker.
 Battery repairman.
 Battery service station, proprietor.
 Beauty-parlor attendant.
 Beltman.
 Bench worker, light metal.
 Bicycle repairer.
 Blacksmith.
 Blacksmith's helper.
 Blanking machine operator, shingles.
 Boat builder.

Bobbin cleaner, cotton.
 Boiler maker.
 Bolt-making machine operator.
 Bookbinder.
 Bookkeeper:
 Junior.
 Senior.
 Bookkeeping-machine operator.
 Bookkeeper-stenographer.
 Bootblack.
 Bottle filler:
 Machine.
 Hand.
 Box machine operator:
 Paper.
 Wood.
 Box maker, hand:
 Paper.
 Wood.
 Brace maker, apprentice.
 Brakeman, railroad.
 Brazier, wire mill.
 Breaker operator, rubber mill.
 Bricklayer.
 Bricklayer's helper.
 Broom maker:
 Own shop.
 Factory.
 Brush maker.
 Buffer and polisher, machine:
 Dental supplies.
 • Fountain pens.
 Leather.
 Tires.
 Wood.
 Burnisher, silver.
 Butcher.
 Butter maker.
 Cabinetmaker.
 Calendar helper, paper.
 Call boy, railroad.
 Camp attendant, Forestry Service.
 Car carpenter.
 Car coupler, coal mine.
 Carder, cotton.
 Carder, wool.
 Car distributor, coal mine.
 Car loader, coal mine.
 Car placer, railroad yard.
 Carpenter.
 Carpenter's helper.
 Carpet layer.
 Car repairman, railroad.
 Caretaker-gardener.

Carver, furniture.
 Cashier:
 Freight house.
 Hotel.
 Restaurant.
 Store.
 Cashier, assistant, bank.
 Cement-block maker.
 Cement worker.
 Chair caner.
 Chain maker, machine.
 Chauffeur.
 Cheese factory, proprietor.
 Chipper, castings.
 Chiropactor.
 Chocolate dipper.
 Chocolate mixing machine operator.
 Cigar maker.
 Clay temperer, pottery.
 Cleaner, carpet and rug.
 Cleaner, presser, and dyer.
 Clerk:
 Billing.
 Checker.
 Cost.
 Court.
 Delivery.
 File.
 General office.
 Hotel.
 Information.
 Mail.
 Miscellaneous.
 Order.
 Rate, railroad.
 Shipping.
 Stock and tool.
 Timekeeper.
 Traffic.
 Valet, department hotel.
 Clipper machine operator, veneer.
 Cold rolled steel machine operator.
 Collector.
 Compensation investigator.
 Compositor, hand.
 Compressor operator, gas.
 Comptometer operator.
 Conductor, street railway.
 Conveyor operator, rubber mill.
 Contractor:
 Building.
 Cement.
 Electrical.
 Cook.

Copyholder.
 Core cleaner, foundry.
 Core maker, foundry, machine.
 Crane operator.
 Creamery hand.
 Crusher tender, cement.
 Cupola tender, helper.
 Cutter:
 Button.
 Celluloid.
 Clothing.
 Comb, machine.
 Fur.
 Gear, machine.
 Glass, hand.
 Glass, machine.
 Glove.
 Leather.
 Mica.
 Paper, machine.
 Parquet flooring.
 Sheet metal, machine.
 Wall board, machine.
 Cutter and paster, clippings.
 Decorator, pottery.
 Deliveryman.
 Dental mechanic.
 Dental tool maker.
 Dentist.
 Designer, art glass.
 Detective.
 Die stamper.
 Dictaphone operator.
 Digester reader, pulp mill.
 Dishwasher.
 Distributer, circulars, samples, etc.
 Doffer, cotton mill.
 Domestic servant.
 Door tender, coal mine.
 Dove tail operator, boxes.
 Draftsman.
 Draw bridge tender.
 Draw press operator.
 Drill press operator.
 Driller, glass.
 Dyer, yarn, silk.
 Edging machine operator, optical.
 Egg candler.
 Electrician:
 Dynamo tender.
 Helper.
 Machinery repair.
 Maintenance.

Electrician—Continued.
 Switchboard operator.
 Telephone switchboard.
 Wiring.
 Electric power station attendant.
 Electric turntable operator.
 Electroplater.
 Elevator operator.
 Elevator starter.
 Embalmer.
 Embosser.
 Embroiderer, hosiery (factory), machine.
 Enameler.
 Engineer:
 Locomotive.
 Stationary.
 Estimator:
 Building.
 Planing mill.
 Fan attendant, coal mine.
 Farmer:
 Dairy.
 General.
 Rabbit.
 Stock.
 Truck and fruit.
 Farm hand.
 Filer.
 Finisher:
 Auto body.
 Furniture.
 Metal.
 Fire boss, mine.
 Fireman:
 Locomotive.
 Stationary.
 Flagman, railroad.
 Flour milling machine operator.
 Foreman:
 Aluminum factory.
 Auto manufacture.
 Bricklayers.
 Building construction.
 Brush manufacturing.
 Coke room, gas company.
 Composing room, printing.
 Cotton goods manufacture.
 Crate and box factory.
 Creamery.
 Electrical equipment manufacture.
 Furniture manufacture.
 Garage.

Foreman—Continued.

Inspection milling machines manufacture.
 Labor, miscellaneous.
 Line man, electrical.
 Lithograph shop.
 Machinists.
 Mine tunnel construction.
 Mining crew.
 Paper mill.
 Power house.
 Pressed brick manufacture.
 Radiator manufacture.
 Railroad freight transfer.
 Railroad track repair.
 Ranch.
 Road construction and repair.
 Round house.
 Rubber manufacturing mill room.
 Steel construction.
 Storeroom.
 Textile mill.
 Welding plant.
 Foundry worker.
 Fountain pen maker.
 Furnace tender:
 Glass.
 Steel foundry.
 Furniture repairman.
 Galvanizer, alloy company.
 Garage, proprietor.
 Gas tank regulator, gas company.
 Gauger, steel mill.
 Gear-cutter operator.
 Generator attendant, mine.
 Glass colorer, factory.
 Glazier.
 Glueing machine operator.
 Gluer, cabinet.
 Grinding machine operator.
 Grinder:
 Lens.
 Pottery.
 Tool.
 Heat treater, steel.
 Hemmer, hosiery factory.
 Hoist operator.
 Huckster.
 Inspector:
 Air brakes.
 Air valves.
 Auto parts.
 Battery.
 Building, city.

Inspector—Continued.

Camera manufacture.
 Car.
 Castings.
 Electrical goods.
 Gas.
 Hardware.
 Highway.
 Hygiene.
 Lumber.
 Paper.
 Sidewalk, city.
 Steel and other metals.
 Textiles and clothing.
 Toilet articles.
 Track.
 Miscellaneous.
 Insulating machine operator, rubber.
 Insurance agent.
 Interpreter, court.
 Janitor.
 Jewelry maker, repairman and engraver.
 Jiggerman, pottery.
 Journalist.
 Junk dealer.
 Knitter:
 Home.
 Factory.
 Labeler:
 Foodstuffs.
 Textiles.
 Laborer:
 Construction, building and road.
 Domestic and personal.
 Factories and mills.
 Garage.
 Lumber and saw mill.
 Mine.
 Railroad.
 Store and warehouse.
 Miscellaneous.
 Laboratory worker:
 Bacteriological.
 Chemistry, industrial.
 Chemistry.
 Technician.
 Lacquerer.
 Lamp repairmen, mine and railroad.
 Landscape gardener.
 Lapping machine operator, cotton.
 Lathe operator, celluloid.
 Lathe operator, metal.
 Lathe operator, wood.

Laundry worker.	Milliner.
Lawyer.	Milling machine operator.
Lay-up, roping, cotton mill.	Millwright.
Lay-out man:	Miner.
Sheet metal.	Minister.
Structural steel.	Monotype operator and caster.
Leaded glass worker.	Motion picture operator.
Leather worker.	Motorman.
Linotype operator.	Mold operator, rubber tires.
Lithographer.	Molder.
Locker attendant.	Multigraph operator.
Locksmith.	Musician.
Lock tender.	News stand, proprietor.
Locking machine operator, hosiery.	Newspaper reporter.
Lumber grader.	Nickel plater.
Machine tender, paper mill.	Nurse.
Machine operator:	Nurseryman.
Auto.	Nut machine operator.
Button.	Office attendant.
Metal.	Oiler.
Rubber.	Orderly, hospital.
Straw hats.	Ornamental ironwork designer.
Wheel works.	Packer and wrapper.
Wire.	Painter and decorator, interior.
Machinist.	Paint mixer.
Machinist, apprentice.	Painter:
Machinist's helper.	Auto bodies.
Mail carrier.	Factory products, miscellaneous.
Manager:	House.
Apartment house.	Sign.
Auto service station.	Paper hanger.
Building.	Pattern maker.
Credit.	Pharmacist.
Employment.	Photographer.
Farm.	Photo developer.
Hotel.	Photo retoucher.
Lumber yard.	Physician.
Office.	Piano action maker.
Retail store.	Piano tuner and repairman.
Refinery.	Picker, cotton mill.
Sales.	Pilot, bay.
Shooting gallery.	Pipe fitter.
Telephone exchange.	Piston-ring maker.
Manicurist and hairdresser.	Planer operator.
Marbel setter.	Plaster's helper.
Mariner, master.	Plate roller operator.
Marker, merchandise.	Plumber.
Masseur.	Policeman, railroad.
Mattress maker.	Pool room, proprietor.
Mechanic, maintenance, plant and factory.	Porter.
Messenger.	Postal clerk.
Metal saw machine operator.	Pottery apprentice.
Meter reader.	Poultryman.
	Press feeder, printing.

- Press operator, punch and stamping.
 Pressor, clothing factory.
 Pressman, printing.
 Principal, school.
 Printer, apprentice.
 Printing shop, proprietor.
 Prohibition agent, Federal.
 Proof reader.
 Pulp-grinder operator.
 Pumpman, coal mine.
 Punch press operator.
 Purchasing agent.
 Quilling-machine operator, cotton mill.
 Quill stripper, cotton mill.
 Radio maker and repairman.
 Radio operator.
 Railroad station agent.
 Reamer, boiler shop.
 Restaurant, proprietor.
 Retail store, proprietor.
 Rivet heater.
 Riveting machine operator.
 Roll setter, steel mill.
 Roofer.
 Rooming and boarding house proprietor.
 Sack filler operator, flour.
 Safety supervisor.
 Salesman:
 Automobile.
 City.
 House to house, canvasser.
 Railroad ticket agent.
 Real estate.
 Store.
 Traveling.
 Salvager, tube works.
 Sand drier, foundry.
 Sand heater, foundry.
 Sand blaster, steel mill.
 Sand burner, foundry.
 Sander.
 Sausage stuffer.
 Saw filer.
 Sawmill, proprietor.
 Saw operator, woodworking.
 Saw setter, lumber mill.
 Saw straightener, manufacturing plant.
 Saw tender, factory.
 Scaler and tallyman, lumber.
 Screw machine operator.
 Secretary.
 Seamstress.
 Sewing, special operation.
 Sewing-machine operator, power.
 Sewing-machine repairer.
 Shaper machine operator.
 Shearing-machine operator:
 Leather stock.
 Metal.
 Tire.
 Sheet metal crimper.
 Sheet metal worker.
 Shell loader, powder plant.
 Shoe machine operator.
 Shoe repairman.
 Shoe repair shop, proprietor.
 Shot firer, mine.
 Show card writer.
 Sign maker, metal, hand.
 Signal man, coal mine.
 Signal man, railroad crossing.
 Sirup factory, proprietor.
 Skidder, logging.
 Slate picker, mine.
 Slubber operator, cotton mill.
 Social welfare worker.
 Solderer.
 Sorter.
 Splitting machine operator—lumber.
 Spoke machine operator.
 Spoker, wheels.
 Spragger, coal mine.
 Spring coiling machine operator.
 Stable boss, mine.
 Stamping machine operator.
 Starcher, collars, factory.
 Steam fitter.
 Steam roller operator.
 Steam shovelman.
 Stenciler, sack.
 Stenographer.
 Stenographer, public.
 Stereotype operator.
 Stone cutter, monument.
 Stone mason.
 Stripper, enamelware.
 Structural-iron worker.
 Superintendent:
 Bakery.
 Construction.
 Factory.
 Laundry.
 Office building.
 Press room.
 Warehouse.
 Superintendent, public schools.
 Surveyor.
 Switch tender.

Tacker, leather factory.	Toy maker and painter.
Tailor.	Track layer, mine.
Tallyman, planing mill.	Tractor operator.
Tax assessor, county.	Trapper, mine.
Taxi driver.	Trimmer, machine operator:
Taxi starter.	Sheet metal.
Taxidermist.	Shoe manufacture.
Teacher:	Tire manufacture.
Blind.	Veneer mill.
Commercial.	Truant officer.
Golf.	Truck driver.
Grade and high school.	Tubing machine operator, rubber mill.
Lip reading.	Turntable operator, railroad.
Music.	Tutor.
Vocational.	Typesetter.
Teamster.	Typewriter repairman.
Telegrapher.	Typist.
Telephone operator.	Undertaker.
Tester:	Upholsterer.
Acid.	Veterinary.
Cow.	Violin maker.
Meters.	Vulcanizing, tire repair.
Milk.	Waiter.
Motor, gasoline.	Watch and clock repairman.
Paper and pulp.	Watchman.
Scale.	Weaver:
Spring.	Cotton and wool.
Teeth.	Basket.
Thermometer maker.	Furniture.
Threading-machine operator.	Rub.
Ticket perforating machine operator.	Weigher.
Tile setter.	Welder.
Tinner.	Well driller.
Timber man, mining.	Window shade maker.
Tippleman, coal mine.	Wire fence machine operator.
Tire builder.	Woodworker, machine operator.
Tobacco stemmer.	X-ray technician.
Tool maker.	Yardman.
Tooler, leather goods.	Yardmaster, railroad.
Tower operator, railroad.	

The Administrative Responsibilities of the Division.—Under the provisions of the Federal civilian vocational rehabilitation act, the civilian vocational rehabilitation division of the Federal Board for Vocational Education is charged with the following administrative duties:

To carry out such rules and regulations as may be necessary or appropriate to put into effect the provisions of the Federal act.

To examine plans submitted by State boards and approve the same if found in conformity with the provisions and purposes of the act.

To ascertain annually whether the several States are using or are prepared to use the money received by them in accordance with the provisions of the act.

To certify on or before the 1st day of January of each year to the Secretary of the Treasury each State which has accepted the provisions of the act and complied therewith, together with the amount which each State is entitled to receive under the provisions of the act.

To deduct from the next succeeding allotment to any State whenever any portion of the fund annually allotted has not been expended for the purpose provided for in the act a sum equal to the unexpended balance.

To withhold the allotment of moneys to any State whenever it shall be determined that moneys allotted are not being expended for the purposes and conditions of the act.

To require the replacement by withholding subsequent allotments of any portion of the moneys received by the custodian of any State under this act that by any action or contingency is diminished or lost.

In order to carry out the above requirements imposed by the act it is necessary for the civilian vocational rehabilitation division to make a careful examination of each State plan submitted in order to ascertain whether or not it meets all the requirements of the act. In order to ascertain annually whether the several States are using the money received by them in accordance with the provisions of the act, it is necessary for the civilian vocational rehabilitation division to make a comprehensive audit of both the financial and statistical accounts of each of the 36 cooperative States annually. Naturally this administrative duty must be performed by the civilian vocational rehabilitation division before adjustments can be made in allotments for the succeeding year.

Service Work.—Under the provisions of the act the Federal Board for Vocational Education shall have power to cooperate with State boards in carrying out the provisions and purposes of this act and is authorized to make and establish such rules and regulations as may be necessary or appropriate to carry into effect the provisions of this act.

In cooperating with State boards for the purpose of carrying out the provisions of the Federal act the civilian vocational rehabilitation division of the Federal Board for Vocational Education recognizes certain important objectives such as:

To assist State officials in establishing the work of civilian vocational rehabilitation.

To make recommendations and suggestions to State officials on records, case forms, and general office procedure.

To assist the State people in obtaining cooperation from the various agencies throughout the State who are in a position to render service in connection with the rehabilitation program.

To advise State officials of the methods and procedures in other States and to point out wherein improvements can be made in the methods of handling the rehabilitation program.

To call from time to time sectional, regional, and national conferences for the purpose of bringing together rehabilitation workers in various States so that they may exchange their experiences and discuss the various methods of procedure.

To make field trips in the States in company with State officials for the purpose of observing practices in the State and for the purpose of suggesting to the State officials improvement in such practices.

To perform special duties requested by State officials, such as, making a brief survey of employment conditions in a given locality, or meeting with a group of employers for the purpose of discussing the employability of vocationally rehabilitated civilians.

During the last year the staff of the civilian vocational rehabilitation division have rendered service to various agencies interested in the development of a civilian vocational rehabilitation program in their respective States. These States are as follows:

New Hampshire, Vermont, Connecticut, Maryland, Delaware, South Carolina, Florida, Texas, Oklahoma, Kansas, Colorado, and Washington.

Research Work.—The provisions of the Federal act impose upon the civilian vocational rehabilitation division of the Federal Board for Vocational Education the making of studies, investigations and reports regarding the vocational rehabilitation of disabled persons and their placement in suitable or gainful occupations.

In carrying out this provision the board has published seven bulletins on civilian vocational rehabilitation covering the various phases of the work. In addition, a study has been made of the relation between the disability and the job, and a more detailed study of several factors entering into the rehabilitation program is now in progress.

Under that provision of the act which requires the board to make studies and investigations, it is the purpose of the board through study and research to standardize in so far as is possible the civilian rehabilitation program and to furnish these standards to the various States.

Limitations as to the Federal Funds.—The States in accepting the Federal civilian vocational rehabilitation act are limited in their

expenditures by virtue of the terms of the Federal act. It is contemplated under the Federal act that persons who are vocationally handicapped because of physical disability should be given the opportunity of a social service which will return them to remunerative employment, but the expenditure for such services are limited to the administrative costs of the program and to the expenses of tuition of persons in training.

How Expenses Are Met.—Since this is true the financing of many phases of the work is left to the ingenuity of the State workers. This has developed various programs of organized cooperation throughout the country. Several States have succeeded in getting special appropriations to take care of the physical restoration and for the maintenance and subsistence of disabled persons during periods of training. Where such provision has not been made by a State the use of social organizations as cooperating agencies has been generally encouraged.

Physical Restoration a Foundation.—The need of physical restoration as a foundation upon which vocational training should be built has been apparent since the beginning of the program in the Nation. One of the substantial contributions made to the State has been assistance in securing the means of physical restoration for the civilian disabled. In several of the more progressive States rehabilitation clinics have been organized for the purpose of providing diagnosis and medical and surgical treatment for persons eligible for vocational rehabilitation. In arranging for these clinics social welfare organizations have contributed valuable service. Applicants for civilian vocational rehabilitation who are in need of medical or surgical care are brought to the clinic where the services of the foremost men in the medical world are available. Clinics of this character have been organized through the help of women's clubs, Rotary and Kiwanis clubs, through organizations of business men and local groups of doctors and surgeons.

The Program for the Next Fiscal Year.—In January, 1924, Congress amended the civilian vocational rehabilitation act of 1920, providing for continued cooperation of the Federal Government with the States in civilian vocational rehabilitation for another period of three years. One of the major responsibilities of the Federal Board during this next period of cooperation with the States will be assisting the 12 noncooperating States in securing acceptance legislation. Plans are already made and the program of legislation under way. Practically all of these 12 noncooperating States are ready to accept the Federal allotments and organize departments of rehabilitation.

Proposed Service.—Assistance will be given to these 12 States in the organizing of State programs, training new workers and building up the machinery for caring for the disabled in these States will be

undertaken immediately after the acceptance laws have been passed. Services of this kind are rendered also from time to time in States where changes in personnel occur. Service of a general character is solicited by the States throughout the year. Such service includes assistance in the handling of special groups of disabled persons; assistance in developing and changing administrative methods and general promotional services, such as State conferences and public addresses.

At its last session the legislature of Maryland authorized the governor to appoint a commission to study the desirability of legislation for civilian vocational rehabilitation. This commission has been appointed and is now studying the question. The commission has asked for assistance which will be rendered.

Proposed Research.—The Federal Board is now in a position to study the methods of rehabilitation in the country by recording the facts in connection with the rehabilitated cases. A study of this kind is now in progress by the Federal Board. Detailed information on all rehabilitated cases in the States cooperating with the Federal Government for the last fiscal year is being collected. From this information it is hoped that it will be possible to define more clearly the best practices in rehabilitation. Studies of administrative methods and studies of the rehabilitation of special types of persons will be undertaken by the Federal Board as time permits.

Anticipated Demands Upon the Service.—During the next period of cooperation by the Federal Government and the States governments in this great undertaking it should be possible to collect data from which analysis of the most efficient kinds of training for certain lines of work may be made. The Federal Board will be called upon, in its capacity as a promoter in vocational rehabilitation, to discover and analyze the most successful type of organized cooperation in the country. It will be called upon also to determine the best organization of administrative machinery. The Federal Board will undertake this work by selecting, gathering, interpreting, and publishing the best practices and the most notable accomplishments in the rehabilitation work in the country.

SECTION IV

THE AGRICULTURAL EDUCATION SERVICE

Functions and Activities.—The function of the agricultural education service is to aid State boards for vocational education in providing such education and training as will assist persons in efficient production and disposal of agricultural products, and thereby provide opportunity for better living conditions on farms and a better service to the Nation.

For the purpose of administration, service, and research in agriculture, under the vocational education act, the Federal Board has divided the country into four regions, each in charge of an agent with headquarters in Washington. An additional agent responsible for the promotion of agricultural education in negro schools is provided. These agents with the chief of the agricultural education service of the board constitute the entire force for carrying on cooperative relationships with the State boards in the promotion of State programs. See organization chart, facing page 6.

Responsibilities of the Service.—The agricultural education service is responsible for certain definite types of work: (1) Cooperation with State boards in promoting and developing their programs in vocational education in agriculture; (2) inspection of the work of the State boards so far as it relates to vocational agricultural education; (3) studies and investigations (research).

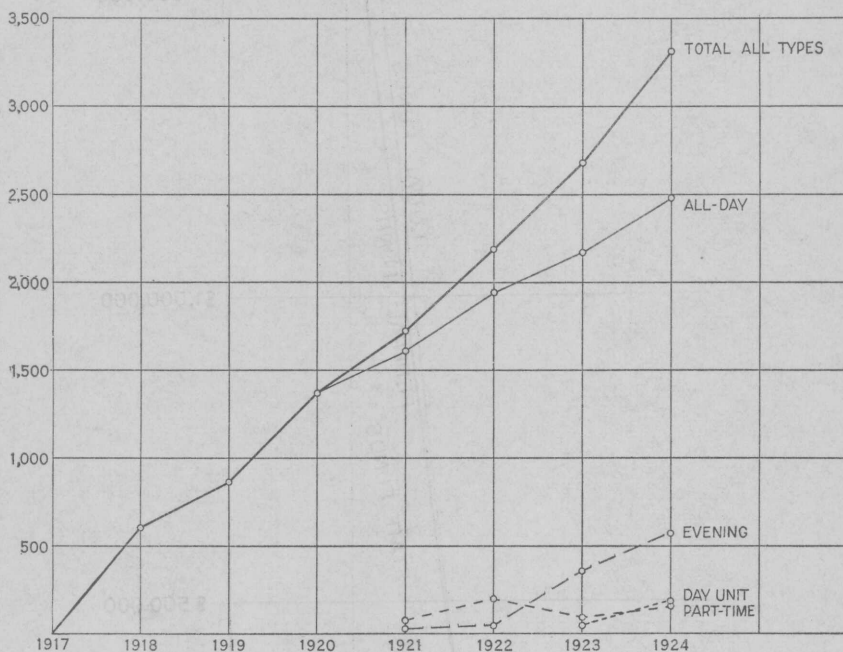
Cooperation with States.—Each State board has provided a supervisory staff for the promotion of a State program for agricultural education. It is with these supervisory staffs that the agricultural education service cooperates in placing information and experience at their disposal, assisting them in determining where improvement is needed, how it can be accomplished, and also in safeguarding the use of Federal moneys for the purpose for which they are provided.

The Provision for Supervision.—One of the largest problems involved in State supervision is that of giving assistance to agricultural teachers in setting up and conducting their programs. This has made it necessary for the States to provide supervisors who are teachers, farmers, and executives. Where necessary States have provided more than one supervisor.

Service to State Supervisors.—The agricultural education service has made numerous studies and investigations resulting in published bulletins which have been of great service to these supervisors. One important form of service has been through conferences. These conferences have been of two kinds: (1) Regional or special conferences called by the Federal Board; (2) conferences called by State boards in which the agricultural service has cooperated as requested.

Types of Schools.—Like other forms of vocational education, agricultural education is given through various types of schools. Full time and day unit schools are provided for those individuals who desire to become farmers, and evening and part-time schools are provided for those who are already engaged in farming.

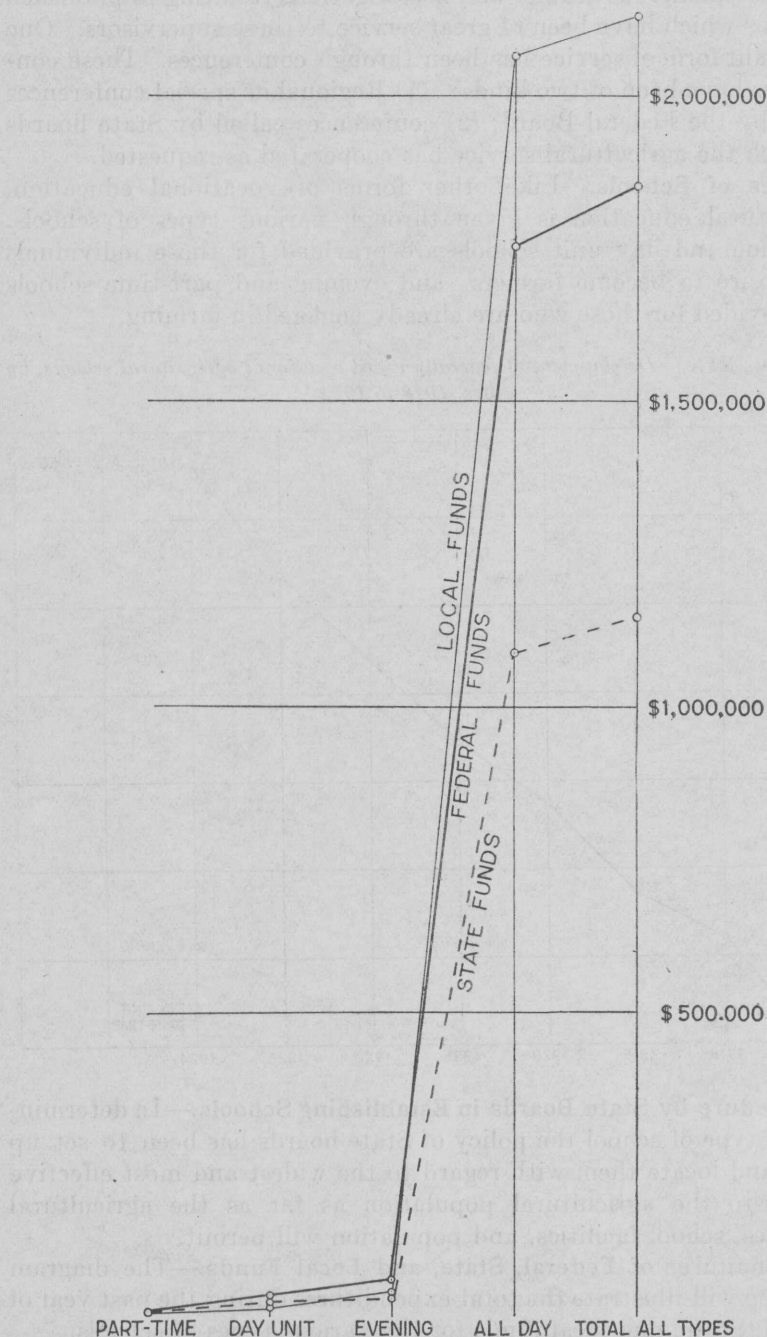
DIAGRAM XIX.—*Development of federally aided vocational agricultural schools, by years, 1918 to 1924*



Procedure by State Boards in Establishing Schools.—In determining the type of school the policy of State boards has been to set up types and locate them with regard to the widest and most effective service to the agricultural population as far as the agricultural resources, school facilities, and population will permit.

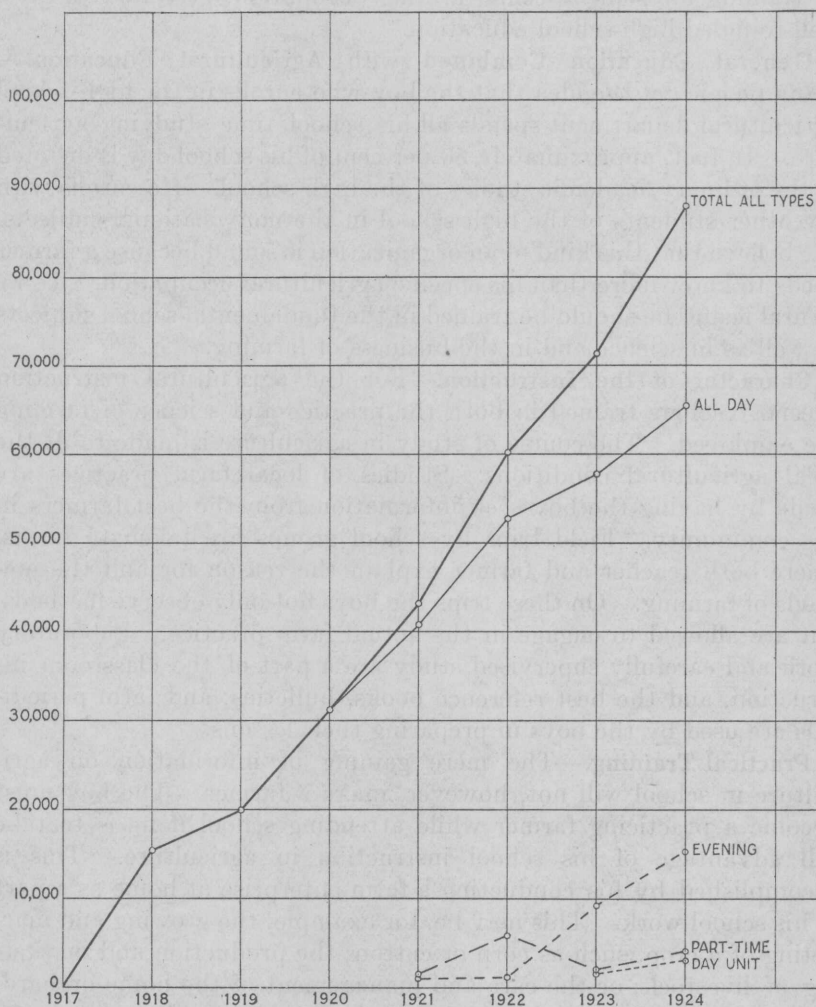
Expenditures of Federal, State, and Local Funds.—The diagram following will illustrate the total expenditures during the past year of Federal, State, and local funds for the various types of schools.

DIAGRAM XX.—How money was spent by States for various types of agricultural schools



Evidence of the Return on Federal Funds—Enrollment.—The question may be reasonably asked as to what the Nation has to show for the money expended. One evidence is the increase or decrease in the number of people enrolled. In the period of seven years the total enrollment in all types of schools combined has increased from 15,433 in 1918 to 85,984 in 1924. Totals for enrollemnts are illustrated in the diagram.

DIAGRAM XXI.—*Development of enrollment in federally aided vocational agricultural schools, by years: 1918 to 1924*



Evidence of the Return on Federal Funds—Teaching Centers.—The maps following show better than words the increase in number of teaching centers in which there is some type of vocational agricultural instruction.

Training for Farming and for Rural Leaders.—The rural leaders of to-morrow will come largely from the boys now living on the farms. As many of these boys are enrolled in schools serving rural districts, we should provide in these schools instruction that will enable such farm boys to secure training both for a farming occupation and for rural leadership while living at home.

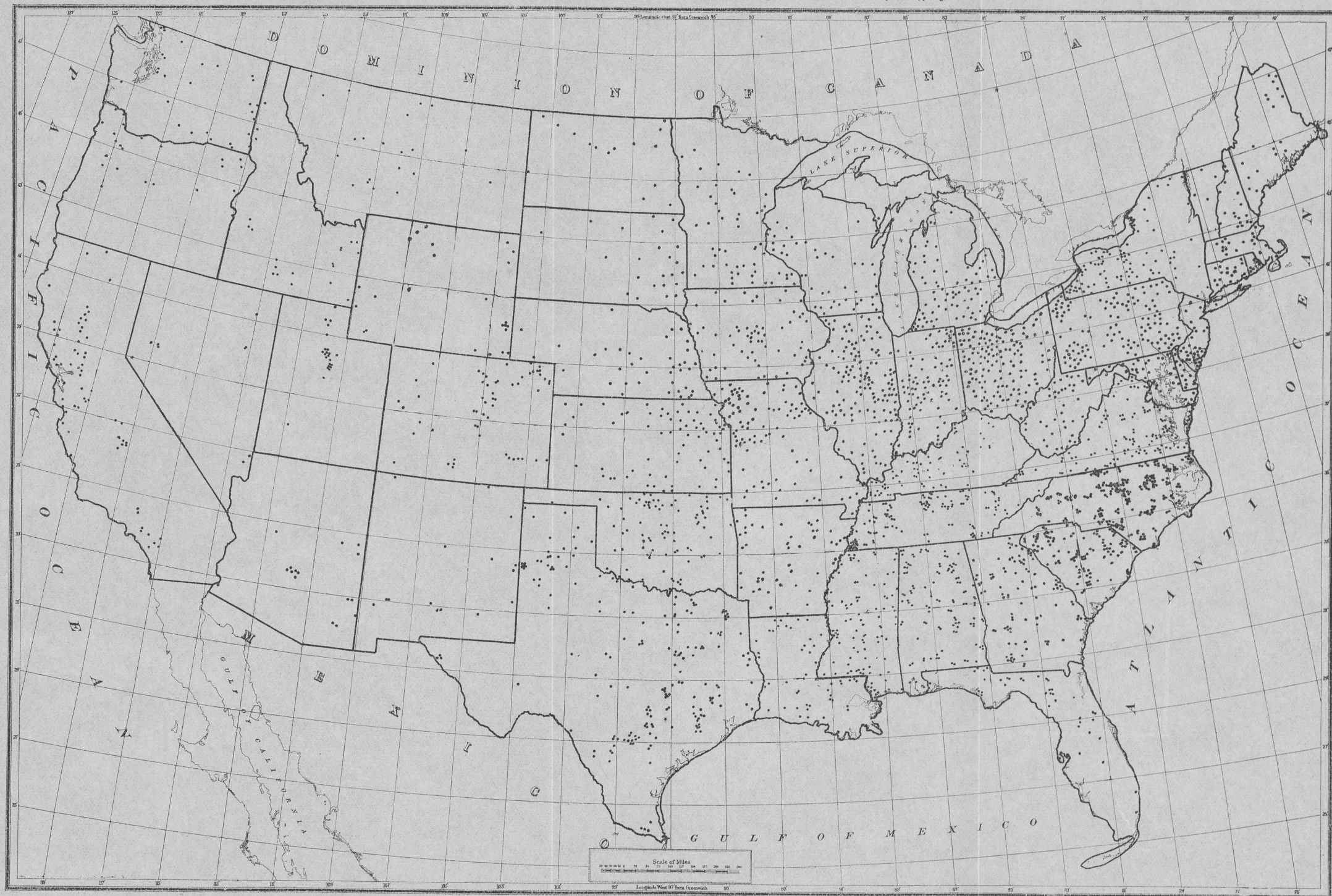
Contribution by Agricultural Departments in High Schools.—Many high schools have provided for just such instruction through their departments of agriculture. These departments, in addition to training for some specific farming occupation, give farm boys a well-rounded high-school education.

General Education Combined with Agricultural Education.—Many people get the idea that the boy who enrolls in the high-school agricultural department spends all his school time studying agriculture. In fact, approximately 50 per cent of his school day is devoted to the ordinary academic studies of the high school. He enrolls with the other students of the high school in the nonvocational subjects. We believe that this kind of an organization is sound because a farmer needs to know more than his specific agricultural occupation. To be a rural leader he should be trained in the fundamental school subjects as well as in science and in the business of farming.

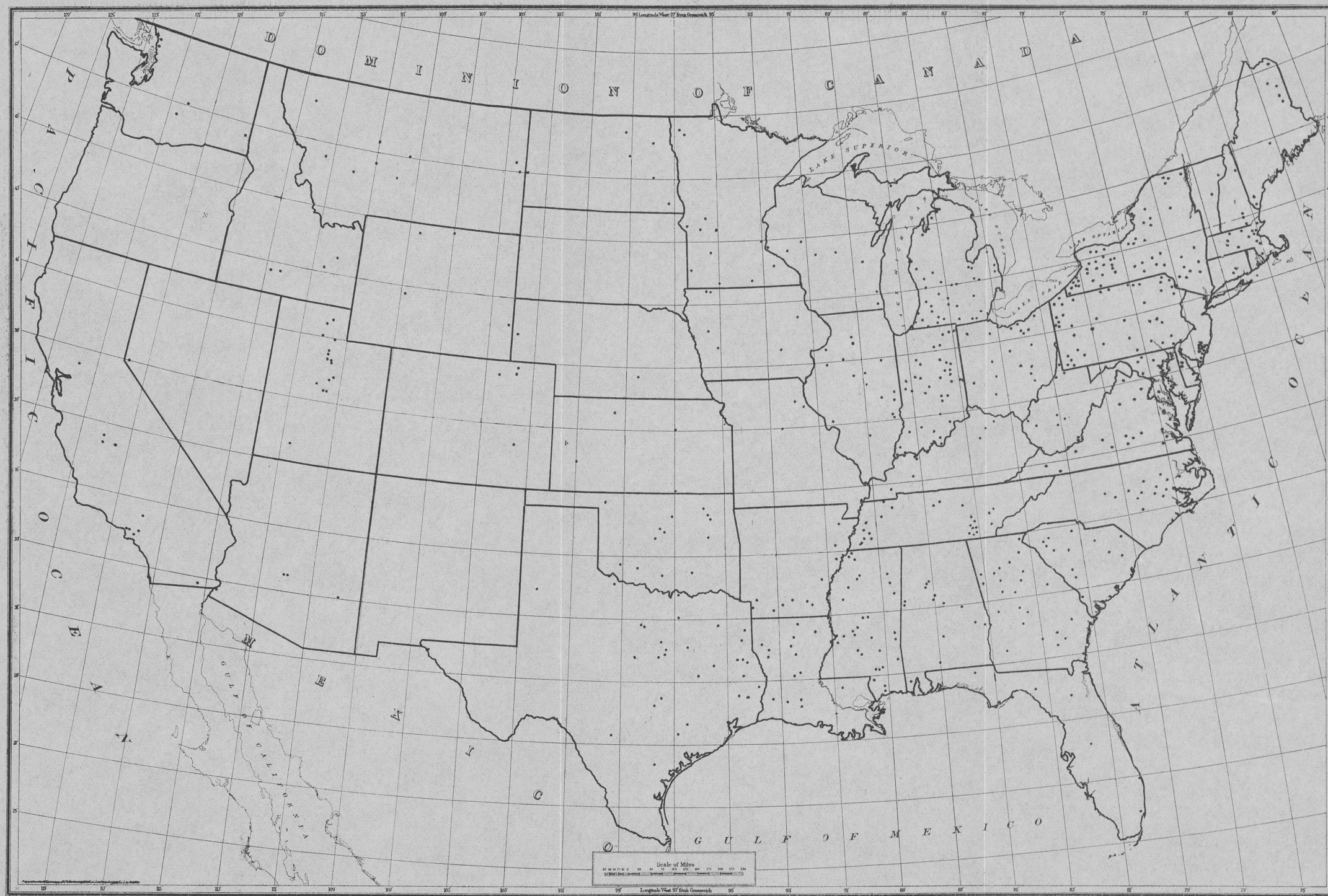
Character of the Instruction.—For the agricultural instruction special teachers trained in both the practice and science of farming are employed. The course of study in agriculture is made to fit the local agricultural conditions. Studies of local farm practices are made by having the boy seek information from the best farmers in the community. Field trips by school groups are taken to farms, where both teacher and farmer explain the reason for and the methods of farming. On these trips the boys not only observe methods, but are allowed to engage in the actual farm practice. Laboratory work and carefully supervised study are a part of the classroom instruction, and the best reference books, bulletins, and farm periodicals are used by the boys in preparing their lessons.

Practical Training.—The mere gaining of information on agriculture in school will not, however, make a farmer. The boy must become a practicing farmer while attending school if he is to take full advantage of his school instruction in agriculture. This is accomplished by his conducting a farm enterprise at home as a part of his school work. This may be, for example, the growing and marketing of a crop, such as corn or cotton; the production and marketing of livestock; or the care and management of the home orchard. In his home work he is carefully supervised by his agricultural teacher and he receives aid and advice from his father. Thus, the school work and the home work are closely connected. This is a dis-

MAP IV.—Vocational agricultural schools, federally aided, for the year ended June 30, 1924, by States



MAP V.—Vocational agricultural schools, federally aided, for the year ended June 30, 1918, by States



inct advantage to both the school and the home. The farm boy is "earning while learning."

Training in Cooperation.—Frequently groups of boys buy the necessary material for their farming operations and dispose of their products cooperatively. Thus, they learn, by actual participation, of the advantages of group activities. In addition, these local associations hold community fairs, competitive judging contests, and get-together meetings, all of which is good training for their future activities as rural citizens.

In some cases the local associations are combined into a state-wide farmers' organization, that has all of the features of any state-wide organization of farmers.

Do the Boys Become Farmers?—The program of vocational education in agriculture has been in operation long enough to show whether or not the boys who graduate, or pursue agricultural courses for at least one year, are remaining in agricultural work. A recent study made by this board goes to show that from 60 to 75 per cent of the students given vocational agricultural instruction are now in agricultural work.

Unit Courses for Farm Boys in School.—In some schools such conditions as a small enrollment of farm boys, or inability of the school board to maintain a regular agricultural department, have resulted in the adoption of a plan whereby one teacher may conduct a unit course in each of the several neighboring schools. This may be regarded as one phase of the departmental agricultural school since it differs from the latter only with respect to the scope of work undertaken.

It frequently happens that schools after running a year or more on the unit course basis so demonstrate the value of vocational instruction in agriculture that a regular department of agriculture with a full-time teacher can be secured.

Reaching the Boy Who Has Dropped Out of School.—There are in this country approximately 1,250,000 farm boys who have dropped out of school about as soon as they conveniently could. The problem of reaching the out-of-school boy or young man on the farm is one which is receiving more attention than any other one problem before those who are responsible for the agricultural program.

Meeting this Situation by Part-time Teachers.—In order to meet this situation the agricultural departments in high schools make provision for what is known as part-time classes. These classes are organized in the winter or dull season of the year for the special purpose of meeting the needs of farm boys who have dropped out of the regular school. These part-time courses are conducted for from two weeks to three months, according to the local needs. The boys go to school for from four to eight hours a day and devote their

extra time to work which promotes their ability as farmers and as citizens.

The subjects taught are selected according to the particular needs of a given group of boys; that is, there is no regular standard course of study for these part-time courses. For instance, if a group of six want to go in for two weeks and learn how to raise baby chicks, the course deals only with how to raise baby chicks. It will be noted that the characteristic thing about these part-time courses is their elasticity as to length and subjects taught as contrasted with the organization of the regular high school. The same sort of supervised farm practice that is carried on with the boys in the regular high-school agricultural departments, is carried out in these part-time courses.

The Value of Part-time Courses.—These part-time courses are meeting the need for which they were designed. They are a very recent development and have as yet been developed only to a very limited extent. The response, however, to opportunities for this type of instruction has been sufficient to justify a large development of this field.

Primitive Farming Conditions.—Like other forms of activity, agriculture in this country started in a primitive way. The original pioneer farmed virgin soil and was chiefly interested in producing sufficient food and clothing material for himself and family, with the possibility of a little in excess which he could trade off for something he needed. He was located in isolated communities with difficult transportation, and he carried on the work with primitive tools and by primitive methods.

As the country has developed and the population has increased, the whole situation with agriculture has changed. The farmer has really become a specialist. He produces material to feed and clothe other people, and in return he buys manufactured articles from those engaged in other specialized occupations. In fact, it might be said that the same change in the way of quantity production has occurred in agriculture that has occurred in industry with the introduction of the steam engine and factory system.

The Need of "Selling" Up-to-Date Farming Practices.—Whenever a situation of this kind occurs, there is always a natural lag, so that a large number of American farm boys are still, to a greater or less extent, doing their work on the basis of what father or grandfather did when the conditions were totally different. Since the great mass of American farmers are conservative, one of the most important pieces of work to be done is to sell the idea of practicing up-to-date methods of farming.

Agencies For Agricultural Research and Extension Work.—The United States Department of Agriculture conducts research and

brings to the farmer the results of the most recent experiments and developments. This is accomplished by means of reports, bulletins, and other publications, a large force of specialists, and thorough cooperation with the States in county agent work. Each of the agricultural colleges also has its experiment station and corps of research and extension workers.

The Work of the Agricultural Teacher With Practical Farmers.—Another agency for helping the farmer is the vocational agricultural teacher. In addition to their work with farm boys, these agricultural teachers organize classes to meet the needs of persons already engaged in farming who desire systematic instruction in special phases of their work. This special training is accomplished through short courses which have become known as evening classes and through systematic follow-up work by the agricultural teachers.

Last year 591 agricultural teachers conducted evening classes on specific farm problems at various locations in the agricultural community served by the local high schools. In many cases they have not only done this, but they have assisted in the development of a better community spirit and a better community organization.

Teacher Training.—Previous to the passage of the Federal vocational education act the States had established and were maintaining, partly through Federal aid, institutions of college grade equipped to prepare practical farmers and specialists in agricultural science, but they were not, except in a very few instances, training teachers of vocational agriculture, nor was such training offered in any other educational institution except in an incomplete, inadequate way. Since the passage of the vocational act every State has, through its State board for vocational education, set up plans for the training of these teachers and has designated institutions where the work is to be carried on.

Expenditures for Teacher Training.—The expenditures on account of maintenance of vocational teacher training in the States necessarily involve other large expenditures of State and local money, which are not reported or matched against the Federal grants—such as an expenditure for buildings and equipment. During the last year this total for all States amounted to \$2,291,251.08.

Itinerant Teacher Training.—In addition to the resident teacher training at the institutions designated by the State boards for vocational education, very effective training is carried on through what is known as itinerant teacher training. Broadly speaking this form of teacher training is that in which the teacher trainer goes to those to be taught instead of that in which those to be taught come to the teacher trainer. It is training in service. It ordinarily means individual instruction of the teacher at the school he serves by a compe-

tent person whose duty it is to carry on such work where needed. It implies going here, there, and everywhere in a State where a teacher is not doing the desired kind of work, and staying with him, or going back to him until he gains enough additional knowledge and skill to meet his problems more efficiently.

Conference Service in Teacher Training.—The third effective means for the professional improvement of agricultural teachers in service is the State and sectional meetings of agricultural teachers for conference, demonstration, and practice.

What is There to Show for the Federal Funds Expended for Teacher Training?—The question may be properly asked: What have we to show for this expenditure in teacher training? The answer is that every State is doing special teacher training and has designated at least one institution for the purpose. Every State is training men to teach vocational agriculture. The quality of the teaching is the pivotal fact in any system of schooling. High quality in teaching can be secured only through careful preparation and training. This is especially true with regard to agricultural teaching because of the wide scope and special demands of such work.

The Need for Special Teacher-training Programs.—The necessity for this special program of teacher training is based upon the responsibilities of the teacher of agriculture, who faces the most difficult job to be found anywhere in the educational field. He must be versed not only in the science and practice of agriculture in general, but also in the agriculture of the community in which he is working in particular. He must also be a teacher of unusual capabilities in order to adapt himself to the use of methods which he most likely has never used and has never even been exposed to in his own academic schooling. He must not only be able to teach adolescents, but he must be able to teach mature minds—the adult farmer of his community. He must be able to render services to his community which are neither required, or expected of any other member of a high-school faculty. He is expected to have ability in leadership, not only in the field of agriculture but also in the civic and general educational field as well.

Need for Extending the Program.—The following excerpt from a statement by Secretary Wallace suggests a rather definite and practical goal for vocational education in agriculture.

In this country we have 6,400,000 farms producing about \$14,000,000,000 worth of agricultural products. There are between 300,000 and 400,000 new farmers taking up the management of a farm for the first time each year. For the most part these new operators are the sons of farmers who have had experience on their fathers' farms but have not had organized instruction that would fit them to operate farms in keeping with the change in agricultural conditions. This phase of education has been neglected for many years, but happily the passage of the Smith-Hughes Act has at last set up a system of education to meet these needs.

Responsibility for Training New Farmers.—There seems to be no consensus of opinion as to the degree to which the agricultural college should assume responsibility for preparing their graduates for immediate participation in productive farming, but two facts are clear in this connection: (1) The agricultural colleges have undivided responsibility for training teachers, research workers, leaders, and professional workers in the field of agriculture. (2) The total number graduated each year (2,546 in 1922) from all collegiate agricultural courses of study, regardless of occupational objectives, is so small as compared with the number of new farmers needed each year (approximately 350,000) that we must look to the vocational schools of secondary grade to train the bulk of the new farmers needed, and to provide systematic instruction as well for practicing farmers.

The following table shows only the estimated total of farm boys in the United States and the total number who were reached by agricultural instruction in the year 1923-24:

TABLE 5.—*Approximate number eligible for training and number and per cent reached*

Groups	Number	Reached in vocational classes	Per cent reached
Estimated farm boys in school	978, 371	66, 485	6. 79
Estimated farm boys out of school (14-20)	1, 202, 135	3, 294	. 27
Estimated men on farms (over 20)	8, 309, 538	15, 560	. 18

Since the length of time which each of these persons will spend in training will vary from one to four or more years, it will be seen that the number of new farmers trained each year will be only approximately a fourth of the total number enrolled. Hence there is great need for continued promotion of the vocational program in agriculture and the extension of opportunities of such instruction to all who may profit by it.

SECTION V

COMMERCIAL EDUCATION SERVICE

No Federal Financial Aid for Commercial Education.—The work of the commercial education service differs from that of the other services of the board inasmuch as no Federal financial aid is specifically provided to assist the States in the promotion of commercial education. Thus, this service has no duties to perform in the administration or supervision of State reimbursement from Federal funds. The major part of the work of the service has to do with research and general aid to the States, as provided in the vocational education act.

Financial Aid Assumed Not to Be Required.—The presidential commission, appointed in 1914, to consider national aid for vocational education, found that commercial courses had been very generally established in the large high schools through the country. As the States had thus shown every evidence of willingness to provide some facilities for giving such courses, the commission reported that no Federal funds were needed to encourage the development of more commercial classes in the way that funds were needed for aiding in the establishment of trade and industrial, home economics, and agricultural vocational education.

Research and Service Required.—However, the commission did recommend that the Federal Government, through studies and reports, should help the States to develop the kind of commercial courses needed to give good preparation for modern business occupations, as it appeared to the commission that most of the commercial courses were not giving the kind of instruction needed to prepare young workers for satisfactory service in modern offices and stores.

The vocational education act followed the recommendations of the commission and required that the board "should make studies and investigations and reports with particular reference to their use in aiding the States in the establishment of vocational schools and classes" and that these studies and reports include "commerce and commercial pursuits and requirements upon commercial workers" and the "problems of administration of vocational schools and courses of study and instruction in vocational subjects."

Cooperation with States in Their Continuation School Programs.—As most of the States have established classes for 14 to 16 year old office and store workers under the provisions of the vocational education act authorizing general continuation part-time classes

in any subject which increases civic or vocational intelligence, the commercial education service cooperates with the trade and industrial service in the administration of these classes.

Service of Two Kinds.—Hence the work of the service is of two distinct kinds: First, research and service to aid the States in improving their commercial courses; and, second, cooperation with the trade and industrial service in supervising the general continuation part-time classes for store and office workers.

Present Commercial Courses Not Efficient.—The researches of this service have confirmed the opinions of both leading school authorities and employers that the public school commercial courses in this country, as a whole, are not giving the kind of preparation needed by beginners in modern offices and stores. In the case of the present commercial schools, their instruction for the most part is based upon traditions and not upon first-hand knowledge of what a beginner in commercial positions need to know for successful service to-day.

Hence the Need for Service in This Field.—Hence the research and service work of the commercial education service has been carried on in cooperation with the State vocational education authorities in helping progressive high schools to develop the kind of commercial courses described in this report, which will give the best possible preparation for present-day commercial occupations.

Training Retail Store Employees.—In addition to research and service for improving the organization and presentation of the traditional commercial courses, the commercial education service has been actively promoting the establishment of public-school courses for training retail store employees. Private initiative on the part of some of the large stores of the country had already fully demonstrated the value of such instruction and training before the active promotion of these classes were undertaken by this service, but the States had made but little effort to establish similar classes in this field. Thus, though both wholesale and retail store salespeople outnumbered bookkeepers and stenographers, and though retail store dealers are the largest group of commercial workers in this country, the States had failed to provide in either day or evening schools suitable training for those preparing for or already employed in these occupations, and so were making no contribution toward improving the efficiency of our distributing system, the most vital of all problems in our commercial life to-day.

An Efficient Commercial Course Described.—As the part-time high school courses for retail store employees are the best examples of well organized and conducted pre-employment commercial courses, a general description of such a course will be the best illustration of

the kind of commercial courses this service is promoting through its studies, researches, and service work in this country.

Characteristics of Such a Course.—The chief characteristics of a good commercial training program, such as is found in a part-time retail store training course are:

1. The pupils are actually employed part time in the usual beginners' jobs in the kind of work they expect to follow after they leave school and are receiving instruction in part-time high-school classes on school days when not at work.
2. The pupils earn a substantial part of their living expenses, so those who otherwise might drop out of school can complete their course.
3. The pupils learn from store work to understand the kinds of knowledge, skill, and appreciations needed for satisfactory service and promotion.
4. The course is specifically organized and conducted to give the exact kind of training needed for those preparing for store occupations.
5. Although the instruction is such as to prepare for the requirements of the particular jobs in which the pupils are employed, the lessons are made sufficiently broad to give satisfactory preparation for employment in any store or community.
6. The course is a cooperative enterprise of schools and stores for the training of young workers who have chosen to prepare for store work after showing the necessary aptitude for success in this kind of work.
7. The teacher has been specifically trained for her task and has followed each occupation for which she prepares her pupils long enough to know thoroughly the kinds of knowledge, skill, and appreciations needed in each position.

Part-time Employment the Outstanding Characteristic of the Modern Course.—Part-time employment in stores is thus the outstanding characteristic of a good retail store training course such as is now maintained in many of the high schools in this country. This employment is arranged in many ways, the most common providing employment in the store at least half of every school day, the next most common providing full time work in the store every other week.

Pupil Workers on the Pay Roll.—The pupil workers, though regularly enrolled as high-school pupils to receive instruction when not at work, are regarded by the stores as a part of the store's regular auxiliary workers and are paid for all work according to the terms of the cooperative agreement between the school and stores.

The School Program Flexible.—Of course, the school program followed by different groups of these pupils must be arranged so as to leave them free to work at the hours required by their store duties. The work done by these pupils in the stores is arranged according to a schedule so that the pupils pass as rapidly as their abilities permit through several of the characteristic beginning jobs, such as wrappers or stock clerks, doing all their store work under the general supervision of their teacher and selected older store employees.

General Training First.—During the first two years of their high schooling these pupils take the more usual citizen preparatory and business training subjects and learn something about the requirements for success in store work, such as desire to serve people, or interest in merchandise, before they elect the special store subjects given in the last two years of the course.

Special Training Follows.—Thus the store arithmetic, merchandise information, selling and store practice subjects are not taught until the children are old and mature enough to know something of their interests and abilities before selecting a special occupational field. Further they are thus prepared to determine the kind of work they seem best fitted to follow and so there is a greater chance of their success as store employees.

No Standardized Course.—The instruction in these specific store preparatory courses is such as to give the exact information, skill, and appreciations needed by the pupils when at work; hence there is no standardized course in these subjects, for the needs of pupils working in different stores can not be met by a uniform succession of topics or standardized lessons.

Fits for Work in Any Store.—One outstanding feature of the instruction is that while it is designated to help the worker in the performance of his present job, or to prepare him for promotion to the next job, the lessons are broad enough to prepare for any similar positions in any store.

Cooperation Between School and Store.—Obviously a course of this kind requires close, intimate, and sometimes continuous relations between the schools and the stores. A cooperative program of this kind can be developed only when the merchants and the school authorities earnestly desire to give beginners in store positions the best possible preliminary training and when both schools and stores are willing to make the adjustments needed for this purpose.

Specially Qualified Teachers Required.—The teacher in charge of a retail store training class must have had special preparation in store work and in teaching in order to give in both classroom and store the exact kind of instruction needed by the pupils. To be successful in the classroom the teacher must know the intimate

details of the positions for which the pupils are being trained, a knowledge to be obtained only through employment in each position long enough to give a thorough understanding of what is required for satisfactory work. Further, the teacher must know how to teach what she knows, an ability usually to be gained only through special preparation for her work as a teacher. Then she must be resourceful enough to find her teaching material in the store itself and in the problems which the children meet in their work.

To be successful in the store, as a supervisor of pupils when at work, the teacher needs again to know store work thoroughly from both the point of view of the management as well as from that of the worker himself. She must also be able to deal tactfully with other store employees, particularly with those whose aid she relies upon to direct her pupils when she is not present. As a coordinator between the store and school authorities she must be able to deal with the executives in both fields when adjustments are needed. Thus a successful teacher of a part-time retail store class must combine working experience with adequate training so organized and presented as to prepare particularly for her task as a teacher and as a coordinator of schools and stores.

These Characteristics Common to All Work Promoted by the Service.—These characteristics of a part-time high school class for beginning store workers will be found in all the different kinds of classes for store employees which this service is promoting in cooperation with the State vocational educational authorities. The general continuation part-time classes for the younger store workers who leave school before they are 16, as well as the part-time classes for adult store workers are all organized and conducted along these same lines, so as to give employed store workers the exact kind of training they need to be more efficient.

Store Training Classes Rapidly Developing in Scope.—The public-school classes for store employees, in conjunction with the classes conducted by the larger stores for their own workers, are rapidly developing in some cities into community educational programs for reaching all levels of store workers, though no community as yet has developed a program for aiding all its store workers, especially those in the smaller stores.

However, training for those employed in stores is much more thoroughly developed than training for any other nonprofessional commercial occupation; in fact the possibility of having a succession of classes for workers on all levels in any commercial occupation from beginners to executives has not yet been glimpsed by the educators who give the traditional commercial courses.

Superiority of "Earn and Learn" Classes Demonstrated.—Experience extending over several years with retail store training

courses has proved to both the State vocational educational authorities and the merchants the superiority of the work and learn plan over the traditional cold storage absorption methods followed in practically all the commercial schools of the country.

Success Factors in Part-Time Classes.—The retail store classes already established, have shown the factors which must be present if part-time classes are to be successful. These factors are: First, a genuine willingness of both school authorities and merchants to cooperate in giving this specialized kind of training; second, a teacher properly trained for every phase of her work in a part-time class; third, the services of an expert to promote, organize, and supervise retail store training classes. So far experience has shown that when the right teacher is available cooperation between the schools and stores can usually be developed, especially when the assistance of an expert in retail store training is available not only in planning and organizing, but also in adjusting the differences which arise from time to time and in assisting a new teacher.

Lack of Teachers Hampers Development.—Under these conditions it is almost unnecessary to say that more retail store training classes on the part-time plan have not been started largely because properly prepared teachers can not be had. Another contributing cause has been the failure of the States to provide a State supervisor of retail store training, so that the commercial education service of this board has had to do all the promotional and service work in retail store training classes so far done in this country in the public schools.

The Fundamental Object of the Service.—The fundamental objective of the commercial education service is to aid the States in developing the most effective courses possible for training commercial workers, not only on a preparatory level, but also on the subsequent employment improvement level. Ultimately, as a contribution toward reducing the cost of our present uneconomical distributing system, there should be in every community those particular commercial courses needed to prepare office and store workers for the positions open to them as beginners or as candidates for promotion.

Thus this service looks forward to the time when there will be a series of courses for those in every commercial occupation, starting with preparatory employment classes, conducted on the part-time plan in the high school and extending through part-time continuation school classes for both juvenile and adult workers, all based upon cooperation of the schools and employers. For example, a boy of 18 beginning as a shipping clerk should receive thorough part-time class instruction and initial employment experience the exact kind of preparatory training needed; then when employed he should receive part-time instruction in the more advanced phases of his work; later, if ambitious enough, he should be found in a class for

training shipping room foremen; and at a still later stage, if he desires the promotion, he should find classes where he could get the technical training necessary to qualify him for an assistant in the traffic department, so that by the time he is 35 he could qualify as a traffic manager if he has the abilities necessary and has gained through evening schools the necessary background in economics, business management, and other subjects needed by a good traffic manager.

All these courses should have the characteristics already mentioned in the description of the part-time retail store training classes. The fundamental purpose of all these courses is to assist citizens in finding those occupations for which they are best adapted, and in learning how to do their work in the most efficient way so they will not only receive better wages, but also render the most effective service possible to the community and the country.

How the Service Promotes This Program.—This comprehensive program is being promoted on a national basis by this service through its studies, researches, and the service work rendered to the States. The details of the research program were given in the previous annual report and the reasons for the methods used were discussed there also. Sufficient to say here that the purpose of this service has been to awaken State public school authorities to the failure of the traditional commercial course to give satisfactory training to workers in modern business offices and stores. The figures on commercial occupations, obtained through these studies, are showing school administrators of the need for a complete reorganization of their commercial courses; the methods used are bringing even the commercial teachers to a realization of the failure of the medieval ideas of training for business which they have been following.

For example, this spring, when the Cleveland teachers started to study the reorganization needed in their commercial courses, they agreed that the findings of our junior and senior commercial occupations surveys were representative of employment conditions in Cleveland, and so outlined a study program on the basis of the findings reported in these studies.

Evidence comes from many sources that these studies are bringing about a realization of the need for a complete reorganization and expansion of our commercial courses. Thus these surveys are serving their purpose.

States Must Do the Work.—However, none of the educational studies made so far have been planned as the basis for a State program for the constructive promotion and supervision of commercial education along the broad lines indicated. The State-wide survey of high school commercial education made in California last year,

was the first step in this direction. But, this Service is entirely too small to do more than the most general kinds of promotional work in this field. The vocational education authorities in each State must undertake to set up their own program, though, of course, this Service cooperates in this as far as possible. A State program obviously must include provision for commercial occupational research within a State; the constructive promotion of the exact kind of commercial courses needed by commercial workers within the State; the development of suitable teacher-training facilities; and then adequate State supervision with perhaps additional financial aid to encourage the establishment of new classes and help with expenses during the experimental period.

Of course, other phases of such a State program must be developed in cooperation with the employers, for effective commercial courses can be given only when the schools and employers work together for the common good.

The Need for State Supervision.—As only one State has a supervisor of commercial education, extensive cooperation with State vocational educational authorities in other States in promoting commercial education is hampered; for the agents of the State boards do not have the legislative authority nor the time to promote commercial education. The situation in commercial education is just the reverse to that faced by the other services of this board. The States have shown great willingness to establish high-school commercial courses, but have failed to provide expert advice and guidance to these schools through State supervisors; but the same States have often been reluctant to establish new classes for agricultural, home economics, or trade and industrial occupations, yet they have supervisors not only to promote, but also to help direct the classes already established.

Obviously, without centralized State responsibility and guidance for commercial education, there is but little hope for the development of a State program which will give the same educational opportunities to workers in commercial occupations as the State now gives to those in agriculture, home economics, or trade and industrial occupations. The result of this omission to provide State aid for the development of an effective commercial education program is all the more apparent when one recalls that our greatest national economic problem to-day centers about the reduction of the cost of marketing and distributing goods and realizes that the ineffectiveness of the workers and managers in both stores and offices is responsible for so much of the waste.

The Service Limited.—The amount of help through reports and services that can be given by this Service is limited; for there is only one chief and one special agent to answer the calls which come from

all of the States for aid in reorganizing courses, in preparing State syllabi, in setting up or revising teacher-training programs, in investigating opportunities for the establishment of new types of commercial courses or in holding conferences with State or local officials. Practically all these calls originate in local schools which request the State director for vocational education to ask for the assistance of this service in some problem. In time the volume of these requests in some States will probably result in the recognition by the State authorities of the need for State promotion and supervision of commercial education, then the work of this service can open into a new era wherein results will be more apparent and our commercial education more effective.

PART III.—STATISTICAL REPORT

SECTION I

VOCATIONAL EDUCATION

TABLE I.—Number of vocational teacher-training institutions, federally aided, by years 1918 to 1924, and by States for the year ended June 30, 1924

Total	Number of institutions training vocational teachers			
	Total ¹	Of agriculture	Of trade or industry	Of home economics
United States:				
1924.....	140	68	85	89
1923.....	166	78	106	102
1922.....	181	69	83	111
1921.....	151	69	91	88
1920.....	135	64	70	85
1919.....	144	60	68	78
1918.....	94	40	45	60
1924:				
Alabama.....	4	2	1	
Arizona.....	2	1	(²)	2
Arkansas.....	3	3	1	1
California.....	4	1	1	2
Colorado.....	5	2	4	4
Connecticut.....	6	1	5	1
Delaware.....	2	1	1	1
Florida.....	3	2	1	2
Georgia.....	2	1	1	2
Idaho.....	3	2	1	1
Illinois.....	4	3	1	3
Indiana.....	3	1	3	3
Iowa.....	1	1	1	1
Kansas.....	3	1	1	3
Kentucky.....	2	2	1	2
Louisiana.....	4	2	2	2
Maine.....	1	1	(³)	1
Maryland.....	1	1	1	1
Massachusetts.....	1	1	1	1
Michigan.....	3	1	1	2
Minnesota.....	1	1	1	1
Mississippi.....	4	2	1	2
Missouri.....	2	1	2	1
Montana.....	2	1	2	2
Nebraska.....	6	1	5	3
Nevada.....	2	2	2	2
New Hampshire.....	1	1	1	1
New Jersey.....	2	1	2	1
New Mexico.....	1	1	1	1
New York.....	5	1	4	3
North Carolina.....	4	2	1	2
North Dakota.....	1	1	1	1
Ohio.....	2	1	2	1
Oklahoma.....	12	3	8	4
Oregon.....	1	1	1	1
Pennsylvania.....	3	1	3	3
Rhode Island.....	1	1	1	1
South Carolina.....	3	2	1	2
South Dakota.....	2	1	1	2
Tennessee.....	2	2	1	2
Texas.....	7	3	4	4
Utah.....	2	1	2	2
Vermont.....	(²)	(³)	(³)	(³)
Virginia.....	6	2	4	3
Washington.....	4	1	1	2
West Virginia.....	2	1	2	1
Wisconsin.....	3	1	2	1
Wyoming.....	2	2	1	2

¹ Different institutions, some of which conduct teacher-training work in two or more fields. Totals include institutions training teachers of "other and not specified subjects" as follows: 9 for 1922; 2 for 1921; 5 for 1920; and 11 for 1919.

² Only itinerant teacher training reported.

³ No report.

TABLE II.—*Teachers in teacher-training courses in institutions federally aided, by years 1918 to 1924, and by States for the year ended June 30, 1924*

State	Number of teachers of teacher-training courses								
	Total ¹			Agriculture		Trade or industry		Home economics	
	Both sexes	Male	Female	Male	Female	Male	Female	Male	Female
United States:									
1924.....	1,021	602	419	240	1	331	57	31	361
1923.....	1,033	605	428	256	9	316	29	33	390
1922.....	1,196	738	458	248	4	411	40	81	371
1921.....	1,143	712	431	282	3	347	52	83	376
1920.....	1,082	675	407	279	14	320	39	42	372
1919.....	829	494	335	220	2	206	13	48	318
1918.....	524								
1924:									
Alabama.....	15	9	6	7		2			6
Arizona.....	2	2		1		(²)	(²)	1	
Arkansas.....	8	5	3	3		2			3
California.....	112	53	59	22		28	28	3	31
Colorado.....	29	14	15	10		4			15
Connecticut.....	12	7	5	2		5			5
Delaware.....	4	2	2	1		1			2
Florida.....	11	6	5	3		3	1		4
Georgia.....	19	10	9	3		7	1		8
Idaho.....	8	4	4	3		1			4
Illinois.....	37	20	17	18		2			17
Indiana.....	30	18	12	8		7		3	12
Iowa.....	26	16	10	9		1		6	10
Kansas.....	16	7	9	5		2			9
Kentucky.....	11	2	9	(²)		1		1	9
Louisiana.....	14	2	12	1		1	7		5
Maine.....	5	1	4	1		(²)	(²)		4
Maryland.....	7	3	4	2		1			4
Massachusetts.....	73	47	26	15		32			26
Michigan.....	29	14	15	5		9	2		13
Minnesota.....	28	14	14	8		6	1		13
Mississippi.....	9	5	4	5		(²)	(²)		4
Missouri.....	20	12	8	4		8	2		6
Montana.....	10	6	4	2		3		1	4
Nebraska.....	13	9	4	2		7			4
Nevada.....	7	3	4	1		2			4
New Hampshire.....	16	14	2	7		5		2	2
New Jersey.....	15	10	5	2		6		2	5
New Mexico.....	2	1	1	1		(²)	(²)		1
New York.....	110	68	42	11		56	12	1	30
North Carolina.....	10	6	4	5		1			4
North Dakota.....	8	4	4	2		2			4
Ohio.....	60	54	6	3	8	46			6
Oklahoma.....	28	22	6	7		15			6
Oregon.....	7	3	4	2		1			4
Pennsylvania.....	34	27	7	4		17		6	7
Rhode Island.....	18	12	6	9	1	3			5
South Carolina.....	12	7	5	6		1			5
South Dakota.....	11	5	6	3		1		1	6
Tennessee.....	7	3	4	3		(²)	(²)		4
Texas.....	26	12	14	7		5	2		12
Utah.....	15	11	4	4		3		4	4
Vermont.....	(²)								
Virginia.....	25	11	14	5		6			14
Washington.....	7	2	5	2			1		4
West Virginia.....	10	7	3	3		4			3
Wisconsin.....	38	28	10	6		22			10
Wyoming.....	7	4	3	2		2			3

¹ Totals include teachers of courses in "other and not specified subjects," as follows: 28 male and 13 female for 1922; 16 male for 1920; and 20 male and 2 female for 1919.

² No report.

³ Ohio reports 2 resident instructors, 1 itinerant teacher trainer, and 5 instructors in practice schools.

TABLE III.—*Pupils enrolled in vocational teacher-training courses in institutions federally aided, by years 1918 to 1924, and by States for the year ended June 30, 1924*

State	Pupils in teacher-training courses								
	Total ¹			Agricultural		Trade or industrial		Home economics	
	Both sexes	Male	Female	Male	Female	Male	Female	Male	Female
United States:									
1924.....	18,686	11,424	7,262	4,692	55	6,700	1,620	32	5,587
1923.....	20,738	13,514	7,224	5,061	26	8,453	1,201	—	5,997
1922.....	18,771	11,626	7,145	3,966	83	7,137	1,600	204	5,172
1921.....	16,824	9,707	7,117	3,308	162	6,307	1,695	85	5,214
1920.....	12,456	6,985	5,471	2,150	160	4,560	1,590	76	3,576
1919.....	7,364	3,998	3,366	1,289	45	2,384	290	114	2,984
1918.....	6,589	(²)	(²)	(²)	(²)	(²)	(²)	(²)	(²)
1924:									
Alabama.....	192	141	51	58	—	83	1	—	50
Arizona.....	25	25	—	13	—	(³)	(³)	12	—
Arkansas.....	154	103	51	76	—	27	—	—	51
California.....	887	552	335	233	35	299	85	20	215
Colorado.....	908	521	387	461	—	60	7	—	380
Connecticut.....	161	94	67	29	—	65	—	—	67
Delaware.....	45	24	21	12	—	12	2	—	19
Florida.....	82	44	38	31	—	13	2	—	36
Georgia.....	526	301	225	79	—	222	65	—	160
Idaho.....	80	68	12	64	3	4	—	—	9
Illinois.....	859	451	408	312	—	139	203	—	205
Indiana.....	619	272	347	109	—	163	—	—	347
Iowa.....	1,424	948	476	869	—	79	25	—	451
Kansas.....	102	46	56	28	—	18	—	—	56
Kentucky.....	236	133	103	93	—	40	51	—	52
Louisiana.....	145	80	65	80	—	—	5	—	60
Maine.....	53	12	41	12	—	(³)	(³)	—	41
Maryland.....	150	110	40	20	—	90	—	—	40
Massachusetts.....	817	488	329	132	—	356	—	—	329
Michigan.....	1,359	1,316	43	241	—	4,075	—	—	43
Minnesota.....	269	124	145	34	—	90	26	—	119
Mississippi.....	168	96	72	96	—	(³)	(³)	—	72
Missouri.....	466	278	188	36	3	242	33	—	152
Montana.....	134	76	58	57	1	20	—	—	57
Nebraska.....	235	126	109	61	—	65	14	—	95
Nevada.....	30	18	12	4	—	14	—	—	12
New Hampshire.....	58	23	35	12	—	11	—	—	35
New Jersey.....	167	77	90	12	—	65	3	—	87
New Mexico.....	(³)	(³)	(³)	(³)	(³)	(³)	(³)	(³)	(³)
New York.....	1,704	914	790	134	—	780	395	—	395
North Carolina.....	260	57	203	45	—	12	—	—	203
North Dakota.....	93	27	66	27	—	(³)	(³)	—	66
Ohio.....	794	695	99	40	—	655	33	—	66
Oklahoma.....	531	211	320	66	—	145	146	—	174
Oregon.....	215	92	123	41	—	51	—	—	123
Pennsylvania.....	1,136	671	465	54	2	617	270	—	193
Rhode Island.....	286	166	120	37	—	129	16	—	104
South Carolina.....	186	118	68	118	—	(³)	(³)	—	68
South Dakota.....	197	44	153	29	—	15	—	—	153
Tennessee.....	67	35	32	35	—	(³)	(³)	—	32
Texas.....	660	438	222	158	—	280	149	—	73
Utah.....	469	354	115	313	—	41	—	—	115
Vermont.....	(³)	—	—	—	—	—	—	—	—
Virginia.....	477	226	251	90	4	136	—	—	247
Washington.....	55	14	41	10	—	4	4	—	37
West Virginia.....	294	145	149	96	2	49	85	—	62
Wisconsin.....	789	595	194	86	5	509	—	—	189
Wyoming.....	122	75	47	50	—	25	—	—	47

¹ Totals include pupils not classified by character of training as follows: 319 male and 290 female for 1922; 7 male and 46 female for 1921; 109 male and 145 female for 1920; and 111 male and 47 female for 1919.

² Not reported separately by sex.

³ No report.

⁴ Total both sexes.

⁵ Only itinerant teacher training.

TABLE IV.—*Number and sex of teachers of vocational courses in specified types of ended June*

State	Teachers of vocational courses						
	Total			In agricultural schools			
	Both sexes	Male	Female	Evening	Part-time	All-day	
						Full year (12 months)	Short unit course
				Male	Male	Male	Male
United States:							
1924.....	16,192	9,899	6,293	591	55	2,524	166
1923.....	14,458	8,630	5,828	400	119	2,246	189
1922.....	12,343	7,447	4,896	42	103	1,975	170
1921.....	10,066	6,530	3,536	28	86	1,855	102
1920.....	7,669	4,992	2,677			1,460	110
1919.....	6,252	4,104	2,148			941	260
1918.....	5,257	3,236	2,021			686	209
1924:							
Alabama.....	283	217	66	43		74	
Arizona.....	118	70	48			18	
Arkansas.....	173	150	23	40		72	22
California.....	485	327	158			71	78
Colorado.....	235	172	63	7		48	3
Connecticut.....	111	83	28			14	
Delaware.....	73	45	28			10	
Florida.....	156	107	49	6		34	10
Georgia.....	338	215	123	22		102	
Idaho.....	39	32	7	3	1	19	1
Illinois.....	865	478	387		31	137	
Indiana.....	579	365	214			91	
Iowa.....	226	145	81	2		61	
Kansas.....	231	165	66	4		71	5
Kentucky.....	128	90	38			63	
Louisiana.....	141	99	42			47	
Maine.....	78	29	49			18	1
Maryland.....	130	87	43			132	
Massachusetts.....	1,773	723	1,050			61	
Michigan.....	726	392	334			81	
Minnesota.....	447	231	216	38		84	
Mississippi.....	180	158	22	17		106	4
Missouri.....	291	136	155	30		28	
Montana.....	76	72	4			19	7
Nebraska.....	301	145	156	6		37	
Nevada.....	22	16	6			8	
New Hampshire.....	38	38				17	
New Jersey.....	488	269	219	26		14	
New Mexico.....	85	65	20	2		13	1
New York.....	1,260	803	457			124	
North Carolina.....	503	442	61	96	17	93	32
North Dakota.....	58	38	20			15	2
Ohio.....	1,036	683	353	141		134	
Oklahoma.....	289	214	75			84	
Oregon.....	102	73	29			26	1
Pennsylvania.....	1,070	607	463			62	7
Rhode Island.....	94	69	25	1		12	
South Carolina.....	271	256	15			91	3
South Dakota.....	51	37	14			23	
Tennessee.....	302	217	85	31	1	81	10
Texas.....	545	335	210	30		135	
Utah.....	95	49	46	8		15	4
Vermont.....	33	21	12		1	9	
Virginia.....	249	182	67	8	4	79	28
Washington.....	144	87	57			28	4
West Virginia.....	106	83	23	23		40	
Wisconsin.....	1,042	500	542				50
Wyoming.....	126	82	44	7		23	

1 Includes one female teacher.

vocational schools, federally aided, by years 1918 to 1924, and by States for the year 30, 1924

Teachers of vocational courses													
In trade or industrial schools								In home economics schools					
Evening		Part-time				All-day		Evening		Part-time		All-day	
		Trade extension		General continuation									
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
3,230	156	620	153	1,083	1,343	1,479	264	2	2,799	1	275	30	1,303
2,685	156	584	153	996	1,487	1,311	242	4	2,272		280	38	1,238
2,575	99	514	191	851	1,259	1,173	248	3	1,732	2	243	39	1,124
2,145	95	480	53	735	1,124	1,087	219	2	1,051		100	10	894
1,711	68	255	95	558	728	884	163	1	785	4	133	11	703
1,583	69	226	66	209	407	859	199	1	757	1	70	24	580
1,200	197	367	460			762	290	2	686			10	388
83		4		3	5	10	1		12				48
24	14	7		11	16	10			6				12
8		1	3			5	1		4		10	2	5
		8	5	47	69	123	27				33		24
100		11	8		8	3			26		3		18
32	10	15				22	2						16
16		10		9	5								23
45	2			12	11				28		1		7
69	23		4	1	21	21	7		49				19
2		3				3							7
156	1	16		74	77	38			117		5	26	187
150		3		34	28	87			123		20		43
59	12			8	24	12		1	9		1	2	35
73		1			1	11			43				22
11	1	7			7	9	5		7				18
20	7	6				26	18		1				16
6		2				2			48				1
33		2	1	1	3	19			28				11
217	10	115	21	112	158	218	42		684				135
166		60	11	38	62	47	6		180		25		50
61	5	7	5	2	7	39	34		147				18
20	5	11	9										8
40			1	14	30	24	10		55		7		52
13		31				2							4
101	2				5			1	86				63
4						4	1						5
						21							
151		2		13	20	63			152		13		34
46				2	8	1			1				11
				402	391	277	66						
194	20	4	4	6	9				27				
3		12				6	1		6				13
268	3	37	20	54		49	9		273		6		42
123		1	1	3		3			74				
16	4	19	3			11			8		10		4
240	1	28		106	236	153	21		80				125
37		16	4		2	3			16				3
157	2			2	2	3			6				5
7		3	1			4			1				12
60	1	12	1	1	19	21	2		39				23
114	10	20	20	6	18	30	8		61				93
8				14	17								28
1	3					10			5				4
35	14	1		3	6	24			36				11
30		1		8	12	16	1		30				14
12		8			1				10				12
171	2	136	31	97	65	45	2		288	1	141		13
48	3					4			33				8

TABLE V.—*Number and sex of pupils enrolled in vocational courses in specified the year ended*

State	Number of pupils enrolled in vocational courses										
	Total			In agricultural schools							
	Both sexes	Male	Female	Evening		Part-time		All-day		Short unit	
				Male	Female	Male	Female	Male	Female	Male	Female
United States:											
1924.....	652,994	349,224	303,770	13,248	1,979	2,143	-----	62,912	2,446	3,063	193
1923.....	536,528	283,103	253,425	8,886	433	2,071	19	55,409	2,569	1,534	377
1922.....	475,828	259,287	216,541	1,333	-----	5,632	310	50,313	2,648	-----	-----
1921.....	324,247	192,306	131,941	1,139	-----	1,384	61	38,037	2,726	-----	-----
1920.....	265,058	163,228	101,830	-----	-----	-----	-----	29,351	1,950	-----	-----
1919.....	194,895	120,351	74,544	-----	-----	-----	-----	18,399	1,534	-----	-----
1918.....	164,186	101,139	63,047	-----	-----	-----	-----	14,167	1,286	-----	-----
1924:											
Alabama.....	6,634	4,288	2,346	705	70	-----	-----	1,831	-----	-----	-----
Arizona.....	3,830	2,721	1,109	-----	-----	-----	-----	430	-----	-----	-----
Arkansas.....	4,100	3,233	867	505	184	-----	-----	2,102	15	367	-----
California.....	35,910	16,012	19,898	-----	-----	-----	-----	1,784	54	-----	-----
Colorado.....	4,685	3,052	1,631	276	-----	-----	-----	869	-----	-----	-----
Connecticut.....	2,262	1,511	751	-----	-----	-----	-----	254	-----	-----	-----
Delaware.....	1,775	902	873	-----	-----	-----	-----	147	-----	-----	-----
Florida.....	4,077	2,567	1,510	166	-----	-----	-----	770	17	319	-----
Georgia.....	11,635	6,651	4,982	454	-----	-----	-----	3,150	-----	-----	-----
Idaho.....	886	745	121	40	10	14	-----	583	-----	-----	-----
Illinois.....	45,540	21,624	23,916	-----	-----	1,192	-----	3,940	-----	-----	-----
Indiana.....	19,255	10,168	9,087	-----	-----	-----	-----	1,842	-----	-----	-----
Iowa.....	5,995	3,792	2,203	43	20	-----	-----	1,499	28	-----	-----
Kansas.....	5,629	3,269	2,360	139	42	-----	-----	1,348	-----	-----	-----
Kentucky.....	3,748	2,265	1,483	-----	-----	-----	-----	1,843	153	-----	-----
Louisiana.....	6,752	3,604	3,148	-----	-----	-----	-----	1,293	-----	-----	-----
Maine.....	1,848	543	1,305	-----	-----	-----	-----	342	-----	42	-----
Maryland.....	3,006	1,643	1,363	-----	-----	-----	-----	628	11	-----	-----
Massachusetts.....	63,398	25,878	37,520	-----	-----	-----	-----	827	7	-----	-----
Michigan.....	36,645	20,857	15,788	-----	-----	-----	-----	3,257	1,316	-----	-----
Minnesota.....	8,925	5,264	3,661	1,225	-----	-----	-----	1,048	-----	-----	-----
Mississippi.....	3,988	3,404	584	146	23	-----	-----	2,761	23	-----	-----
Missouri.....	19,460	9,643	9,817	1,744	1,212	-----	-----	2,082	-----	-----	-----
Montana.....	1,098	943	155	-----	-----	-----	-----	451	-----	-----	-----
Nebraska.....	9,430	3,937	5,493	538	199	-----	-----	676	-----	-----	-----
Nevada.....	313	242	71	-----	-----	-----	-----	60	-----	-----	-----
New Hampshire.....	463	463	-----	-----	-----	-----	-----	200	-----	-----	-----
New Jersey.....	26,268	13,206	13,062	431	-----	-----	-----	337	1	-----	-----
New Mexico.....	1,808	1,432	376	52	26	-----	-----	244	-----	50	-----
New York.....	94,919	54,063	40,856	-----	-----	581	-----	1,877	-----	-----	-----
North Carolina.....	11,838	7,903	3,935	1,702	15	266	-----	2,282	-----	828	-----
North Dakota.....	1,352	554	798	-----	-----	-----	-----	342	71	-----	-----
Ohio.....	28,341	17,662	10,679	2,300	-----	-----	-----	3,163	-----	-----	-----
Oklahoma.....	5,015	3,687	1,328	-----	-----	-----	-----	1,642	-----	-----	-----
Oregon.....	3,377	2,179	1,198	-----	-----	-----	-----	747	13	-----	-----
Pennsylvania.....	67,577	36,065	31,512	-----	-----	-----	-----	1,625	-----	784	193
Rhode Island.....	2,612	1,300	1,312	44	-----	-----	-----	48	-----	-----	-----
South Carolina.....	5,670	5,046	624	-----	-----	-----	-----	2,560	250	124	-----
South Dakota.....	1,001	638	363	-----	-----	-----	-----	463	2	-----	-----
Tennessee.....	9,480	6,839	2,641	1,705	-----	15	-----	2,775	-----	160	-----
Texas.....	15,741	5,732	10,009	340	164	-----	-----	2,399	56	-----	-----
Utah.....	4,896	2,299	2,597	219	-----	-----	-----	1,097	-----	-----	-----
Vermont.....	538	334	204	-----	-----	9	-----	86	-----	-----	-----
Virginia.....	5,564	3,652	1,912	113	-----	66	-----	1,540	68	389	-----
Washington.....	4,893	2,741	2,152	-----	-----	-----	-----	840	13	-----	-----
West Virginia.....	2,918	2,241	677	270	14	-----	-----	562	81	-----	-----
Wisconsin.....	45,490	20,790	24,700	-----	-----	-----	-----	1,584	231	-----	-----
Wyoming.....	2,431	1,638	793	91	-----	-----	-----	682	36	-----	-----

types of vocational schools, Federally aided by years 1918 to 1924, and by States for June 30, 1924.

Number of pupils enrolled in vocational courses										
In trade or industrial schools								In Home economics schools		
Evening		Part-time				All-day		Evening	Part-time	All-day
		Trade extension		General continuation						
Male	Female	Male	Female	Male	Female	Male	Female	Female	Female	Female
81,712	3,261	30,128	5,347	128,962	127,171	27,012	6,250	93,474	27,440	36,253
66,598	3,258	29,732	8,199	90,730	93,271	28,132	5,969	78,699	29,706	30,936
63,584	2,893	26,055	7,051	86,111	79,800	26,241	5,149	66,025	23,696	28,987
48,867	2,956	18,476	2,502	63,353	56,304	21,051	3,991	31,956	8,878	22,561
46,930	1,424	11,714	5,445	57,784	40,298	17,444	3,780	24,768	7,733	16,437
42,094	1,391	17,276	5,340	27,324	23,459	15,111	3,553	22,691	4,278	12,445
39,625	6,708	32,605	20,400	-----	-----	14,713	3,883	22,360	-----	8,439
1,361	24	66	-----	160	268	165	-----	320	-----	1,664
1,253	223	231	-----	518	522	289	-----	115	-----	249
203	10	12	60	-----	-----	44	24	295	122	157
1,497	8	165	226	10,612	7,986	3,105	703	-----	10,344	493
-----	-----	-----	-----	218	156	27	-----	606	209	426
460	210	481	-----	-----	-----	316	67	-----	-----	474
360	-----	128	-----	267	326	-----	-----	-----	-----	547
923	10	-----	-----	389	799	-----	-----	462	22	200
1,531	666	408	-----	647	758	441	251	2,771	-----	536
22	-----	43	-----	-----	-----	45	-----	-----	-----	111
4,566	18	1,979	-----	9,401	12,822	546	-----	5,672	507	4,897
5,506	-----	28	-----	1,090	1,230	1,702	-----	5,792	641	1,424
1,442	287	-----	-----	620	513	187	-----	470	46	839
1,599	251	25	1	-----	35	158	-----	1,617	-----	414
206	16	26	-----	51	101	139	113	371	-----	727
627	187	11	-----	-----	-----	1,673	2,295	14	-----	652
114	-----	28	-----	-----	-----	17	-----	1,278	-----	27
623	-----	48	-----	14	61	330	-----	867	-----	348
4,429	148	8,584	1,730	8,813	12,869	3,225	923	19,869	-----	1,974
9,617	43	5,015	502	2,077	6,482	891	123	3,721	2,110	1,491
1,332	106	419	168	130	294	1,110	536	2,283	-----	274
353	62	144	181	-----	-----	-----	-----	-----	-----	295
920	-----	163	4,213	2,877	-----	684	256	2,955	838	1,516
203	-----	248	-----	-----	-----	41	-----	-----	-----	155
2,578	64	-----	101	85	-----	-----	-----	1,359	-----	1,430
130	14	-----	-----	-----	-----	52	4	-----	-----	53
5,356	18	44	-----	5,162	5,247	263	-----	-----	-----	-----
1,007	1	-----	-----	56	48	1,876	-----	5,987	903	906
-----	-----	-----	-----	48,248	40,856	23	-----	10	-----	291
2,666	105	28	177	131	156	3,357	-----	-----	-----	-----
21	-----	133	-----	-----	-----	-----	-----	3,435	-----	47
6,321	63	2,202	519	2,751	1,538	58	419	235	-----	492
1,685	-----	52	28	284	232	925	-----	5,810	791	1,539
567	116	694	277	-----	-----	24	-----	1,068	-----	-----
6,786	95	591	-----	23,481	25,782	171	-----	180	425	160
564	6	459	102	23,481	25,782	2,798	410	2,158	-----	2,874
2,216	10	-----	-----	151	98	34	-----	1,053	-----	53
102	-----	13	-----	99	16	47	-----	111	-----	237
1,331	48	317	136	365	356	60	-----	15	-----	346
2,003	287	134	398	404	457	171	4	1,204	-----	893
96	10	-----	-----	887	609	452	121	4,898	-----	3,628
153	-----	-----	-----	-----	-----	-----	-----	-----	-----	1,978
712	68	60	-----	222	99	86	-----	133	-----	71
910	-----	135	-----	638	531	550	-----	1,379	-----	298
1,342	1	53	-----	14	4	218	1	1,064	-----	493
5,225	41	6,613	285	6,748	2,908	620	-----	262	-----	315
773	45	-----	-----	-----	-----	92	-----	10,706	10,455	74
-----	-----	-----	-----	-----	-----	-----	-----	529	-----	183

¹ Includes 44 male pupils.

TABLE VI.—*Vocational schools and classes reported as not receiving reimbursement from Federal funds, number of schools, enrollment, and number of teachers by type of school, by States, for the year ended June 30, 1924*¹

[Reports from schools not reimbursed out of Federal funds are incomplete]

Character of instruction, type of school, and State	Vocational schools not reimbursed from Federal funds												
	Total			Public schools, State aided					Public schools, not State aided				
	Number of schools	Enroll- ment	Teachers	Number of schools	Enrollment		Teachers		Number of schools	Enrollment		Teachers	
					Male	Female	Male	Female		Male	Female	Male	Female
Total, all types, 1924.....	2 723	3 37,461	4 1,243	403	9,731	18,335	400	478	290	3,111	4,863	148	170
Agriculture.....	2 227	3 3,656	4 197	90	1,360	80	85	-----	111	2,181	13	111	-----
Trade or industrial.....	2 108	3 18,630	4 570	84	8,371	7,909	315	191	20	930	21	37	-----
Home economics.....	388	15,175	4 476	229	-----	10,346	-----	287	159	-----	4,829	-----	170
AGRICULTURAL													
Total, all types.....	227	3,656	197	90	1,360	80	85	-----	111	2,181	13	111	-----
Alabama.....	2	53	2	1	20	-----	1	-----	1	33	-----	1	-----
Arkansas.....	1	17	1	-----	-----	-----	-----	-----	1	17	-----	1	-----
Indiana.....	70	1,256	70	2	61	-----	2	-----	68	1,195	-----	68	-----
Iowa.....	1	45	1	-----	-----	-----	-----	-----	1	32	13	1	-----
Maine.....	2 1	3 22	4 1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Minnesota.....	30	788	30	1	13	-----	1	-----	29	775	-----	29	-----
Mississippi.....	2 25	(5)	(5)	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Montana.....	11	129	11	-----	-----	-----	-----	-----	11	129	-----	11	-----
Nebraska.....	1	46	1	1	46	-----	1	-----	-----	-----	-----	-----	-----
Oregon.....	2	37	2	2	37	-----	2	-----	-----	-----	-----	-----	-----
South Carolina.....	52	780	52	52	700	80	52	-----	-----	-----	-----	-----	-----
South Dakota.....	8	127	8	8	127	-----	8	-----	-----	-----	-----	-----	-----
Texas.....	23	356	18	23	356	-----	18	-----	-----	-----	-----	-----	-----

TRADE OR INDUSTRIAL												
Evening schools, total.....	42	3,993	141	34	2,828	895	108	21	6	202	9	9
Maine.....	² 2	³ 59	⁴ 3									
Minnesota.....	6	211	9						6	202	9	9
Nebraska.....	4	375	18	4	152	223	6	12				
New Jersey.....	22	3,074	100	22	2,402	672	91	9				
Wyoming.....	8	274	11	8	274		11					
Part-time schools:												
Trade extension, total.....	2	1,161	13	1	29		2					
Iowa.....	² 1	³ 1,132	⁴ 11									
New Jersey.....	1	29	2	1	29		2					
General continuation:												
New Jersey.....	23	11,066	281	23	4,052	7,014	127	154				
All-day schools, total.....	41	2,410	135	26	1,462		78	16	14	728	12	28
Arkansas.....	2	18	2						2	6	12	2
Indiana.....	11	920	28	11	920		28					
Iowa.....	² 1	³ 208	⁴ 13									
Minnesota.....	1	8	1						1	8		1
New Hampshire.....	11	714	25					11	714			25
New Jersey.....	14	507	65	14	507		49	16				
Wyoming.....	1	35	1	1	35		1					
HOME ECONOMICS												
Evening schools, total.....	116	3,589	99	102		3,343		84	14		246	14
Alabama.....	2	43	2	2		43		2				
Georgia.....	68	1,341	⁶ 3	68		1,341		⁶ 3				
Indiana.....	2	74	3	2		74		3				
Minnesota.....	14	246	14						14		246	14
Mississippi.....	1	19	⁴ 1	1		19		(7)				

¹ Arizona reports "None." California reports "Statistics not available at this time." Florida reports "None." Idaho reports "No data." Kansas reports "No available data." Maryland reports "None." Massachusetts reports "All of the schools over which we exercise control qualified and were reimbursed." Michigan reports "No statistics." Rhode Island, Vermont, West Virginia, and Pennsylvania report "None."

² Schools not classified as "State aided" or "not State aided" are included in totals as follows: Iowa, 1 part-time trade extension, 1 all-day trade or industrial school; Maine, 1 agricultural, 2 evening trade or industrial schools; Mississippi, 25 all-day agricultural schools.

³ Enrollment not classified as "State aided" or "not State aided" is included in totals as follows: Maine, 22 in agricultural, 59 in evening trade or industrial schools; Iowa, 1,132 in part-time trade extension, 208 in all-day trade or industrial schools.

⁴ Teachers not classified in schools as "State aided" or "not State aided" included in totals as follows: Maine, 1 in agricultural, 3 in evening trade or industrial schools; Iowa, 11 in part-time trade extension, 13 in all-day trade or industrial schools; Mississippi, 1 in evening home economics, 1 in part-time home economics, 17 in all-day home economics schools.

⁵ See Catalogue.

⁶ Majority of teachers for these classes reported on Federally aided.

⁷ Mississippi reports agricultural high schools have departments of home economics, employing 51 teachers, and assisted by supervisor.

TABLE VI.—*Vocational schools and classes reported as not receiving reimbursement from Federal funds, number of schools, enrollment, and number of teachers by type of school, by States, for the year ended June 30, 1924—Continued*

[Reports from schools not reimbursed out of Federal funds are incomplete]

Character of instruction, type of school, and State	Vocational schools not reimbursed from Federal funds												
	Total			Public schools, State aided					Public schools, not State aided				
	Number of schools	Enroll- ment	Teachers	Number of schools	Enrollment		Teachers		Number of schools	Enrollment		Teachers	
					Male	Female	Male	Female		Male	Female	Male	Female
HOME ECONOMICS—continued													
Montana.....	6	165	8	6		165		8					
Nebraska.....	1	116	7	1		116		7					
New Jersey.....	8	516	28	8		516		28					
Oklahoma.....	11	1,024	31	11		1,024		31					
South Carolina.....	3	45	2	3		45		2					
Part-time schools, total.....	4	470	11	2		423		8	2		47		2
Arkansas.....	2	47	2						2		47		
Indiana.....	1	408	8	1		408		8					
Mississippi.....	1	15	4 ¹	1		15		(7)					
All-day schools, total.....	268	11,116	366	125		6,580		195	143		4,536		154
Arkansas.....	54	1,000	54	6		103		6	48		897		48
Georgia.....	4	163	6	4		163		6					
Illinois.....	16	782	19						16		782		19
Iowa.....	4	83	5						4		83		5
Mississippi.....	17	499	4 ¹ 17	17		499		(7)					
Nevada.....	1	14	1	1		14		1					
New Hampshire.....	74	2,756	81						74		2,756		81
New Jersey.....	6	675	39	6		675		39					
Oklahoma.....	1	38	1	1		38		1					
South Carolina.....	52	2,763	52	52		2,763		52					
South Dakota.....	39	1,054	39	38		1,036		38	1		18		1
Virginia.....	(8)	1,289	52	(8)		1,289		52					

¹ See note on page 107.⁷ See note on page 107.⁸ Not reported.

TABLE VII.—*Expenditure of Federal, State, and local money for vocational agricultural education, by years, 1918 to 1924, and by States for the year ended June 30, 1924*

State and year	Amount of expenditure ¹				
	Total	From Federal money ²	From State and local money		
			Total	State	Local
United States:					
1924.....	\$5,251,143.76	\$1,896,406.29	\$3,354,737.47	\$1,204,643.73	\$2,150,093.74
1923.....	4,647,042.04	1,669,698.75	2,977,343.29	1,108,461.22	1,868,882.07
1922.....	4,058,440.36	1,435,475.22	2,622,965.14	1,039,487.89	1,583,477.25
1921.....	3,393,088.21	1,192,131.17	2,200,957.04	968,674.16	1,232,282.88
1920.....	2,437,286.06	889,886.29	1,547,399.77	678,824.43	868,575.34
1919.....	1,413,938.49	528,679.13	885,259.36	399,982.80	485,276.56
1918.....	739,933.27	273,282.08	466,651.19	220,713.98	245,937.21
1924:					
Alabama.....	172,642.74	71,513.41	101,129.33	58,598.65	42,530.68
Arizona.....	31,611.28	10,000.00	21,611.28	5,805.64	15,805.64
Arkansas.....	143,687.48	56,871.90	86,815.58	73,182.25	13,633.33
California.....	245,320.63	42,609.25	202,711.38	42,609.25	160,102.13
Colorado.....	98,195.39	18,923.62	79,271.77	21,602.38	57,669.39
Connecticut.....	30,407.67	15,203.83	15,203.84	15,203.84	-----
Delaware.....	19,575.00	7,525.16	12,049.84	1,500.00	10,549.84
Florida.....	68,025.22	22,762.61	45,262.61	22,762.61	22,500.00
Georgia.....	166,930.66	83,465.13	83,465.13	6,062.02	77,403.11
Idaho.....	26,195.03	12,171.51	14,023.52	1,955.08	12,068.44
Illinois.....	311,710.32	80,912.87	230,797.45	74,942.29	155,855.16
Indiana.....	182,431.83	56,320.49	126,111.34	4,473.54	121,637.80
Iowa.....	76,484.30	38,242.15	38,242.15	-----	38,242.15
Kansas.....	159,410.00	37,887.50	121,522.50	38,262.50	83,260.00
Kentucky.....	133,403.18	63,432.22	69,970.96	-----	69,970.96
Louisiana.....	83,369.00	41,674.47	41,694.53	1,650.00	40,044.53
Maine.....	29,900.36	14,950.16	14,950.20	5,561.53	9,388.67
Maryland.....	40,798.17	20,399.05	20,399.12	10,199.56	10,199.56
Massachusetts.....	154,443.00	10,000.00	144,443.00	78,903.24	65,539.76
Michigan.....	176,000.00	52,979.76	123,020.24	27,152.38	95,867.86
Minnesota.....	117,749.95	51,501.00	66,248.95	37,637.00	28,611.95
Mississippi.....	134,567.53	55,900.42	78,667.11	34,688.63	43,978.48
Missouri.....	207,093.93	70,655.75	136,438.18	68,219.09	68,219.09
Montana.....	40,340.00	14,663.52	25,676.48	5,999.84	19,676.64
Nebraska.....	70,642.15	34,216.99	36,425.16	4,062.08	32,363.08
Nevada.....	7,295.83	3,647.91	3,647.92	1,558.34	2,089.58
New Hampshire.....	29,055.49	9,685.14	19,370.35	-----	19,370.35
New Jersey.....	51,387.22	25,693.62	25,693.60	13,263.46	12,430.14
New Mexico.....	20,276.74	10,138.37	10,138.37	88.37	10,050.00
New York.....	267,355.10	69,854.51	197,500.59	142,315.79	55,184.80
North Carolina.....	160,900.53	80,220.13	80,680.40	43,605.81	37,074.59
North Dakota.....	28,987.84	14,493.92	14,493.92	-----	14,493.92
Ohio.....	294,978.42	73,620.85	221,357.57	73,620.86	147,736.71
Oklahoma.....	162,137.20	57,893.52	104,243.68	15,021.11	89,222.57
Oregon.....	59,529.30	15,266.28	44,263.02	9,548.33	34,714.69
Pennsylvania.....	183,011.50	88,481.55	94,529.95	42,792.74	51,737.21
Rhode Island.....	11,462.50	5,731.24	5,731.26	3,259.82	2,471.44
South Carolina.....	132,326.22	54,071.70	78,254.52	52,618.67	25,635.85
South Dakota.....	58,744.10	20,803.06	37,941.04	6,500.00	31,441.04
Tennessee.....	171,229.15	67,180.61	104,048.54	42,858.11	61,190.43
Texas.....	226,884.18	115,842.03	111,042.15	35,394.23	75,647.92
Utah.....	38,983.73	10,000.00	28,983.73	-----	28,983.73
Vermont.....	13,500.00	6,750.00	6,750.00	6,750.00	-----
Virginia.....	153,994.62	63,622.25	90,372.37	61,903.67	28,468.70
Washington.....	45,483.67	22,741.80	22,741.87	1,500.00	21,241.87
West Virginia.....	64,449.93	31,900.41	32,549.52	1,166.67	31,382.85
Wisconsin.....	107,969.24	53,984.62	53,984.62	-----	53,984.62
Wyoming.....	40,266.83	10,000.00	30,266.83	9,844.35	20,422.48

¹ Figures for 1924 are provisional, subject to final audit of State accounts.

² Includes expenditures for salaries of supervisors.

TABLE VIII.—*Expenditure of Federal, State, and local money for vocational trade or industrial education, not including part-time general continuation, by years, 1918 to 1924, and by States for the year ended June 30, 1924*

State and year	Amount of expenditure ¹				
	Total	From Federal money	From State and local money		
			Total	State	Local
United States:					
1924.....	\$5,064,655.52	\$1,042,217.34	\$4,022,438.18	\$1,359,967.80	\$2,662,470.38
1923.....	4,374,993.19	902,158.42	3,472,834.77	1,283,508.42	2,189,326.35
1922.....	3,843,561.45	782,500.47	3,061,060.98	1,124,808.14	1,936,252.84
1921.....	3,330,218.30	685,821.79	2,650,396.51	1,074,160.48	1,576,236.03
1920.....	2,408,919.48	509,385.27	1,899,534.21	786,567.92	1,112,966.29
1919.....	1,628,327.31	426,192.84	1,202,134.47	536,718.56	665,415.91
1918.....	1,189,039.06	252,939.54	936,099.52	402,045.90	534,053.62
1924:					
Alabama.....	27,755.17	9,217.44	18,537.73	7,074.53	11,463.20
Arizona.....	27,832.44	6,958.11	20,874.33	6,958.11	13,916.22
Arkansas.....	8,609.20	4,304.60	4,304.60	753.75	3,550.85
California.....	485,088.59	50,377.62	434,710.97	50,377.62	384,333.35
Colorado.....	57,340.78	9,877.23	47,463.55	5,213.06	42,250.49
Connecticut.....	188,412.17	27,810.56	160,601.61	160,601.61	-----
Delaware.....	18,625.00	8,000.00	10,625.00	2,000.00	8,625.00
Florida.....	6,287.62	3,143.81	3,143.81	3,143.81	-----
Georgia.....	27,421.46	13,710.73	13,710.73	2,193.93	11,516.80
Idaho.....	5,587.50	2,793.75	2,793.75	75.00	2,718.75
Illinois.....	164,467.76	41,116.94	123,350.82	41,116.94	82,233.88
Indiana.....	193,904.46	27,038.08	166,866.38	37,596.72	129,269.66
Iowa.....	34,014.05	11,338.01	22,676.04	-----	22,676.04
Kansas.....	32,259.00	11,370.50	20,888.50	10,438.50	10,450.00
Kentucky.....	21,211.14	10,605.57	10,605.57	-----	10,605.57
Louisiana.....	73,232.63	11,771.93	61,460.70	-----	61,460.70
Maine.....	6,777.66	3,388.83	3,388.83	1,129.59	2,259.24
Maryland.....	37,822.29	15,507.83	22,314.46	35.88	22,278.58
Massachusetts.....	846,030.04	79,843.29	766,186.75	383,093.37	383,093.38
Michigan.....	233,084.57	46,634.20	186,450.37	23,317.10	163,133.27
Minnesota.....	123,999.60	24,164.43	99,835.17	5,874.50	93,960.67
Mississippi.....	14,121.40	7,060.67	7,060.73	2,353.60	4,707.13
Missouri.....	79,863.95	25,524.42	54,339.53	21,110.23	33,229.30
Montana.....	12,023.07	5,664.00	6,359.07	-----	6,359.07
Nebraska.....	20,228.57	7,022.26	13,206.31	10,362.98	2,843.33
Nevada.....	15,931.50	4,666.66	11,264.84	6,606.59	4,568.25
New Hampshire.....	34,084.41	6,924.41	27,160.00	-----	27,160.00
New Jersey.....	181,278.00	42,880.25	138,397.75	69,198.88	69,198.87
New Mexico.....	5,970.00	2,985.00	2,985.00	2,985.00	-----
New York.....	787,146.29	212,608.49	574,537.80	303,021.83	271,515.97
North Carolina.....	16,805.17	8,491.33	8,313.84	4,156.92	4,156.92
North Dakota.....	14,737.86	7,368.93	7,368.93	-----	7,368.93
Ohio.....	244,765.89	56,973.20	187,792.69	56,973.20	130,819.49
Oklahoma.....	15,000.86	7,500.43	7,500.43	-----	7,500.43
Oregon.....	22,230.78	11,115.39	11,115.39	-----	11,115.39
Pennsylvania.....	448,082.37	82,712.11	365,370.26	88,046.43	277,323.83
Rhode Island.....	42,354.52	17,200.81	25,153.71	3,252.78	21,900.93
South Carolina.....	15,346.00	5,821.22	9,524.78	5,688.28	3,836.50
South Dakota.....	5,297.75	2,648.75	2,649.00	-----	2,649.00
Tennessee.....	38,949.71	12,111.31	26,838.40	8,778.30	18,060.10
Texas.....	74,914.63	27,900.11	47,014.52	17,713.63	29,300.89
Utah.....	2,458.25	566.25	1,892.00	-----	1,892.00
Vermont.....	12,077.24	6,038.62	6,038.62	-----	6,038.62
Virginia.....	44,645.62	12,877.32	31,768.30	11,354.62	20,413.68
Washington.....	26,405.08	13,191.74	13,213.34	-----	13,213.34
West Virginia.....	17,230.36	8,665.18	8,565.18	2,184.17	6,381.01
Wisconsin.....	237,631.62	22,143.86	215,487.76	-----	215,487.76
Wyoming.....	15,311.49	4,581.16	10,730.33	5,096.34	5,633.99

¹ Figures for 1924 are provisional, subject to final audit of State accounts.

TABLE IX.—*Expenditure of Federal, State, and local money for part-time general continuation education, by years 1918 to 1924, and by States for the year ended June 30, 1924*

State and year	Amount of expenditure ¹				
	Total	From Federal money	From State and local money		
			Total	State	Local
United States:					
1924.....	\$3,493,353.27	\$548,303.92	\$2,945,049.35	\$921,738.84	\$2,023,310.51
1923.....	3,138,136.32	443,753.30	2,694,383.02	894,844.32	1,799,538.70
1922.....	2,574,215.87	388,406.58	2,185,809.29	763,365.50	1,422,443.79
1921.....	1,955,543.42	320,748.77	1,634,794.65	484,668.24	1,150,126.41
1920.....	987,807.17	190,259.48	797,457.69	213,279.56	584,268.12
1919.....	374,146.19	64,999.81	309,146.38	74,167.07	234,979.31
1918.....	347,399.89	54,435.03	292,964.86	95,942.49	197,022.37
1924:					
Alabama.....	9,550.75	4,527.21	5,023.54		55,023.54
Arizona.....	10,584.28	2,646.07	7,938.21	2,646.07	5,292.14
Arkansas.....					
California.....	244,998.15	15,008.77	229,989.38	15,008.77	214,980.61
Colorado.....	14,770.33	3,319.39	11,450.94	913.39	10,537.55
Connecticut.....					
Delaware.....					
Florida.....	22,141.38	7,045.69	15,095.69	7,045.69	8,050.00
Georgia.....	15,815.38	7,907.69	7,907.69	905.49	7,002.20
Idaho.....					
Illinois.....	386,222.05	93,148.76	293,073.29	91,605.27	201,468.02
Indiana.....	79,317.47	17,004.76	62,312.71	9,434.40	52,878.31
Iowa.....	44,334.63	14,657.91	29,676.72		29,676.72
Kansas.....	1,800.00	750.00	1,050.00	750.00	300.00
Kentucky.....	3,714.00	1,857.00	1,857.00		1,857.00
Louisiana.....					
Maine.....					
Maryland.....	936.37	468.18	468.19	234.09	234.10
Massachusetts.....	428,056.41	28,574.10	399,482.31	199,741.15	199,741.16
Michigan.....	94,568.38	19,940.52	74,627.86	9,970.26	64,657.60
Minnesota.....	14,138.67	7,069.33	7,069.34	3,534.66	3,534.68
Mississippi.....					
Missouri.....	66,149.20	21,333.10	44,816.10	17,502.81	27,313.29
Montana.....					
Nebraska.....	4,928.19	2,451.58	2,476.61	1,225.81	1,250.80
Nevada.....					
New Hampshire.....					
New Jersey.....	65,981.00	30,628.76	35,352.24	17,676.12	17,676.12
New Mexico.....	2,100.00	850.00	1,250.00		1,250.00
New York.....	1,049,726.04	106,304.25	943,421.79	437,391.67	506,030.12
North Carolina.....	9,317.82	4,658.91	4,658.91	2,329.47	2,329.44
North Dakota.....					
Ohio.....	77,916.77	16,122.76	61,794.01	16,122.77	45,671.24
Oklahoma.....	3,703.70	1,851.85	1,851.85		1,851.85
Oregon.....					
Pennsylvania.....	600,779.30	88,111.56	512,667.74	75,181.01	437,486.73
Rhode Island.....	3,150.00	1,552.50	1,552.50		1,552.50
South Carolina.....	2,455.00	1,227.50	1,227.50	613.75	613.75
South Dakota.....					
Tennessee.....	16,114.58	6,042.95	10,071.63	4,028.08	6,043.55
Texas.....	20,106.70	8,915.37	11,191.33	5,943.46	5,247.87
Utah.....	29,427.75	7,433.75	21,994.00		21,994.00
Vermont.....					
Virginia.....	7,581.30	2,899.44	4,681.86	1,934.65	2,747.21
Washington.....	18,093.47	9,046.43	9,046.74		9,046.74
West Virginia.....	252.00	126.00	126.00		126.00
Wisconsin.....	144,667.20	14,821.53	129,845.67		129,845.67
Wyoming.....					

¹ Figures for 1924 are provisional, subject to final audit of State accounts.

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TABLE X.—*Expenditure of Federal, State, and local money for vocational home economics education, by years 1918 to 1924, and by States for the year ended June 30, 1924*

State and year	Amount of expenditure ¹				
	Total	From Federal money	From State and local money		
			Total	State	Local
United States:					
1924.....	\$2,742,395.63	\$331,026.11	\$2,411,369.52	\$740,318.18	\$1,671,051.34
1923.....	2,748,947.42	285,968.57	2,462,978.85	649,531.92	1,813,446.93
1922.....	2,118,562.96	245,885.87	1,872,677.09	671,382.76	1,201,294.33
1921.....	1,822,347.97	192,387.21	1,629,960.76	595,326.04	1,034,634.72
1920.....	1,054,489.05	155,768.24	898,720.81	329,633.53	569,087.28
1919.....	554,195.42	115,952.01	438,243.41	155,536.88	282,706.53
1918.....	334,548.49	57,773.82	276,774.67	114,790.69	161,983.98
1924:					
Alabama.....	45,606.58	3,781.85	41,824.73	27,328.35	14,496.38
Arizona.....	17,111.52	395.82	16,715.70	8,159.94	8,555.76
Arkansas.....	8,906.58	2,252.54	6,654.04	3,442.02	3,212.02
California.....	127,636.01	17,313.89	110,322.12	17,313.89	93,008.23
Colorado.....	46,662.98	3,299.16	43,363.82	10,259.49	33,104.33
Connecticut.....	21,173.23	6,952.64	14,220.59	14,220.59	-----
Delaware.....	36,700.00	2,000.00	34,700.00	8,000.00	26,700.00
Florida.....	8,850.50	2,464.25	6,386.25	2,464.25	3,922.00
Georgia.....	10,809.20	5,404.60	5,404.60	4,439.89	964.71
Idaho.....	5,577.14	2,000.00	3,577.14	442.15	3,134.99
Illinois.....	309,506.24	29,302.68	280,203.56	33,039.51	247,164.05
Indiana.....	112,731.01	11,010.70	101,720.31	26,565.53	75,154.78
Iowa.....	47,471.56	6,291.15	41,180.41	-----	41,180.41
Kansas.....	36,161.00	4,572.50	31,588.50	10,273.50	21,315.00
Kentucky.....	21,174.34	4,704.27	16,470.07	-----	16,470.07
Louisiana.....	7,660.40	3,830.20	3,830.20	-----	3,830.20
Maine.....	7,114.50	2,224.40	4,890.10	2,518.58	2,371.52
Maryland.....	20,548.29	6,455.76	14,092.53	3,045.45	11,047.08
Massachusetts.....	337,091.08	27,104.35	309,986.73	154,993.37	154,993.36
Michigan.....	99,130.14	16,643.34	82,486.80	8,321.67	74,165.13
Minnesota.....	20,856.95	7,808.44	13,048.51	5,285.91	7,762.60
Mississippi.....	23,767.64	1,999.50	21,768.14	5,516.05	16,252.09
Missouri.....	106,798.00	11,781.36	95,016.64	20,520.08	74,496.56
Montana.....	6,100.00	1,999.98	4,100.02	1,200.00	2,900.02
Nebraska.....	101,065.71	3,009.53	98,056.18	54,200.35	43,855.83
Nevada.....	5,174.98	2,000.00	3,174.98	587.50	2,587.48
New Hampshire.....	-----	-----	-----	-----	-----
New Jersey.....	107,869.00	18,377.25	89,491.75	44,745.87	44,745.88
New Mexico.....	15,979.00	1,997.37	13,981.63	1,997.38	11,984.25
New York.....	-----	-----	-----	-----	-----
North Carolina.....	9,318.75	3,687.75	5,631.00	2,685.75	2,945.25
North Dakota.....	19,256.50	2,000.00	17,256.50	4,000.00	13,256.50
Ohio.....	95,780.44	24,353.11	71,427.33	24,353.11	47,074.22
Oklahoma.....	19,653.56	4,005.82	15,647.74	6,145.58	9,502.16
Oregon.....	8,901.00	2,868.38	6,032.62	1,582.12	4,450.50
Pennsylvania.....	193,088.73	37,376.11	155,712.62	79,578.05	76,134.57
Rhode Island.....	6,242.02	3,121.01	3,121.01	-----	3,121.01
South Carolina.....	2,910.60	1,455.30	1,455.30	727.65	727.65
South Dakota.....	63,486.36	2,000.00	61,486.36	26,191.00	35,295.36
Tennessee.....	30,415.00	4,538.56	25,876.44	5,319.56	20,556.88
Texas.....	189,478.96	9,807.62	179,671.34	84,931.86	94,739.48
Utah.....	47,553.58	2,000.00	45,553.58	1,811.50	43,742.08
Vermont.....	4,590.32	2,295.16	2,295.16	-----	2,295.16
Virginia.....	76,258.08	5,004.56	71,253.52	28,430.14	42,823.38
Washington.....	20,960.89	5,559.61	15,401.28	-----	15,401.28
West Virginia.....	17,748.50	2,734.25	15,014.25	1,625.00	13,389.25
Wisconsin.....	210,882.70	9,241.34	201,641.36	(²)	201,641.36
Wyoming.....	10,636.06	2,000.00	8,636.06	4,055.54	4,580.52

¹ Figures for 1924 are provisional, subject to final audit of State accounts.² Wisconsin reports an additional \$255,000 State aid to vocational schools, a portion of which is granted to schools and classes not receiving Federal funds, and that separation is not possible.

TABLE XI.—Expenditure of Federal, State, and local money for vocational teacher

State	Amount of expenditures ¹				
	Total	For training agricultural teachers			
		Total	Federal money	State money	Local money
United States:					
1924.....	\$2,291,251.08	\$756,354.08	\$342,357.91	\$313,980.80	\$100,015.37
1923.....	2,223,327.12	745,534.70	345,012.88	314,850.80	85,671.02
1922.....	2,218,208.06	740,051.06	337,590.20	309,115.27	93,355.59
1921.....	2,111,064.65	703,855.12	329,293.08	324,950.48	49,611.56
1920.....	1,646,692.08	556,580.32	250,835.31	232,013.23	73,731.78
1919.....	981,169.34	306,895.47	131,884.59	126,227.34	48,783.54
1918.....	428,140.44	121,244.10	56,642.57	53,023.21	11,578.32
1924:					
Alabama.....	46,041.58	20,989.65	9,448.99	11,540.66	-----
Arizona.....	21,348.44	7,135.29	3,567.64	3,567.65	-----
Arkansas.....	34,482.70	17,181.62	8,143.26	8,163.77	874.59
California.....	72,512.57	19,239.82	9,619.91	9,619.91	-----
Colorado.....	53,907.56	17,497.84	3,290.66	3,990.74	10,216.44
Connecticut.....	26,229.53	8,945.82	4,472.91	4,472.91	-----
Delaware.....	17,000.00	6,500.00	3,250.00	3,250.00	-----
Florida.....	19,552.24	7,121.38	3,560.69	3,560.69	-----
Georgia.....	53,625.46	23,552.38	11,776.19	9,597.40	2,178.79
Idaho.....	18,829.23	9,957.84	4,978.91	2,482.58	2,496.35
Illinois.....	100,492.53	35,939.97	17,888.89	7,160.15	10,890.93
Indiana.....	67,022.47	21,771.19	8,810.59	4,150.00	8,810.60
Iowa.....	56,130.18	17,601.98	8,800.54	2,170.30	6,631.14
Kansas.....	43,833.32	21,898.11	6,594.39	1,353.72	13,950.00
Kentucky.....	43,633.74	15,582.25	7,112.10	8,470.15	-----
Louisiana.....	36,508.71	10,599.57	5,299.76	1,918.93	3,380.88
Maine.....	23,949.59	4,191.77	2,095.88	2,095.89	-----
Maryland.....	24,813.01	11,974.23	5,309.37	3,686.54	2,978.32
Massachusetts.....	86,448.38	23,422.99	8,384.93	15,038.06	-----
Michigan.....	65,221.39	17,969.61	8,609.80	9,359.81	-----
Minnesota.....	50,258.87	19,896.83	7,494.54	12,402.29	-----
Mississippi.....	34,175.89	15,700.70	7,837.59	7,512.30	350.81
Missouri.....	60,932.65	28,437.04	13,469.20	14,967.84	-----
Montana.....	24,179.58	7,958.38	3,716.61	3,550.40	691.37
Nebraska.....	35,078.55	6,735.00	2,535.00	2,516.25	1,683.75
Nevada.....	15,003.68	4,647.41	2,323.70	2,323.71	-----
New Hampshire.....	15,792.14	6,083.36	3,041.67	3,041.69	-----
New Jersey.....	52,951.63	13,242.35	6,621.17	6,621.18	-----
New Mexico.....	13,455.40	7,242.55	3,621.25	3,621.30	-----
New York.....	200,459.31	41,915.49	20,934.99	20,980.50	-----
North Carolina.....	49,112.94	23,211.55	11,402.17	11,809.38	-----
North Dakota.....	19,359.02	7,528.54	3,764.27	3,764.27	-----
Ohio.....	98,780.84	33,241.44	16,620.72	16,620.72	-----
Oklahoma.....	54,887.65	11,344.57	5,718.60	2,156.15	3,469.82
Oregon.....	20,000.00	8,269.60	4,134.80	1,261.89	2,872.91
Pennsylvania.....	160,547.59	50,549.30	24,012.65	26,536.65	-----
Rhode Island.....	21,106.56	7,959.92	3,979.96	1,411.38	2,568.58
South Carolina.....	34,895.51	15,945.64	6,848.94	9,096.70	-----
South Dakota.....	22,754.06	8,180.97	4,313.68	2,062.79	2,704.50
Tennessee.....	46,563.86	17,270.35	7,952.84	4,556.45	4,761.06
Texas.....	90,312.25	30,993.35	11,562.87	6,933.85	12,496.63
Utah.....	24,369.61	7,392.85	2,792.85	2,796.09	1,803.24
Vermont.....	17,470.64	3,796.82	1,898.41	-----	1,898.41
Virginia.....	67,654.49	16,273.34	7,311.74	8,961.60	-----
Washington.....	22,521.39	8,779.36	4,238.94	2,234.17	2,306.25
West Virginia.....	32,737.87	11,935.73	5,192.54	6,743.19	-----
Wisconsin.....	74,373.05	15,077.56	5,073.88	10,003.68	-----
Wyoming.....	19,933.42	7,671.44	3,826.92	3,844.52	-----

¹ Figures for 1924 are provisional subject to final audit of State accounts.

training, by years 1918 to 1924, and by States for the year ended June 30, 1924

Amount of expenditures—Continued							
For training trade and industrial teachers				For training home economics teachers			
Total	Federal money	State money	Local money	Total	Federal money	State money	Local money
\$716,231.68	\$322,814.39	\$319,778.55	\$73,640.74	\$818,663.32	\$348,754.12	\$314,807.18	\$155,102.02
696,617.92	321,129.02	317,784.62	57,704.28	781,174.50	341,164.74	305,550.81	134,458.95
799,720.69	323,514.14	316,548.37	59,658.18	778,436.31	336,746.30	299,241.46	142,448.55
657,112.76	304,168.10	315,328.83	37,615.83	750,096.77	332,944.11	311,392.50	105,760.16
490,654.69	226,764.66	210,199.28	53,690.75	599,427.07	253,603.58	219,766.81	126,056.68
262,007.47	116,281.43	111,261.57	34,464.47	412,266.40	176,018.80	162,732.83	73,514.77
81,785.30	38,998.81	36,253.67	6,532.82	205,800.16	89,313.44	91,891.19	24,595.53
12,961.17	6,457.85	6,503.32	-----	12,090.76	6,015.86	6,074.90	-----
8,581.84	4,290.90	4,290.94	-----	5,631.31	2,118.11	3,513.20	-----
7,362.59	3,603.43	3,759.16	-----	9,938.49	4,897.68	2,486.96	2,553.85
32,605.00	16,302.50	16,302.50	-----	20,667.75	6,629.43	6,629.43	7,408.89
12,595.79	2,956.35	2,949.46	6,689.98	23,813.93	3,752.99	5,313.14	14,747.8
6,994.08	3,497.04	3,497.04	-----	10,289.63	5,144.81	5,144.82	-----
4,000.00	2,000.00	2,000.00	-----	6,500.00	3,250.00	3,250.00	-----
5,454.88	2,727.44	2,727.44	-----	6,975.98	3,487.99	3,487.99	-----
15,471.64	7,735.62	6,437.44	1,298.38	14,601.44	7,300.72	5,225.02	2,075.70
4,012.31	2,006.15	744.91	1,261.25	4,859.08	2,429.53	390.62	2,038.93
23,858.52	11,892.09	6,523.91	5,442.52	40,694.04	14,708.55	6,643.40	19,342.09
27,669.82	12,068.10	3,816.81	11,784.91	17,581.46	6,957.40	3,666.67	6,957.39
9,265.20	4,624.28	2,355.96	2,284.96	29,263.00	9,314.04	1,958.12	17,990.84
8,701.74	3,360.27	5,341.47	-----	13,233.47	6,125.92	1,874.54	5,233.01
9,616.06	4,808.02	4,808.04	-----	18,435.43	9,217.70	9,217.73	-----
6,127.65	3,063.81	349.43	2,714.41	19,781.49	6,918.92	8,506.25	4,356.3
6,764.66	3,382.02	3,382.64	-----	12,993.16	4,522.10	5,062.29	3,408.77
4,958.67	2,479.32	777.25	1,702.10	7,880.11	3,896.42	384.50	3,599.19
29,607.53	10,770.07	18,837.46	-----	33,417.86	12,830.67	20,587.19	-----
28,434.60	13,842.30	14,592.30	-----	18,817.18	9,408.59	9,408.59	-----
11,847.74	5,923.87	5,923.87	-----	18,514.30	9,257.15	9,257.15	-----
6,833.51	3,416.52	3,416.99	-----	11,641.68	5,755.15	4,681.67	1,204.86
15,242.77	7,066.93	8,175.84	-----	17,252.84	8,553.38	8,699.46	-----
5,313.33	2,347.77	1,027.23	1,938.33	10,907.87	3,162.16	1,442.71	6,303.00
10,670.70	4,084.06	6,313.67	272.97	17,672.85	5,695.32	9,651.19	2,326.34
3,458.58	1,729.29	1,645.96	83.33	6,897.69	3,448.84	1,840.03	1,608.82
4,790.01	2,395.01	2,395.00	-----	4,918.77	2,459.39	2,459.38	-----
14,768.07	7,384.03	7,384.04	-----	24,941.21	12,470.60	12,470.61	-----
3,864.25	1,932.12	1,932.13	-----	2,348.60	1,103.60	1,103.63	141.37
78,795.38	38,135.10	40,660.28	-----	79,748.44	39,580.30	40,168.14	-----
9,855.22	4,927.48	4,927.74	-----	16,046.17	7,779.66	8,266.51	-----
4,002.62	2,001.31	2,001.31	-----	7,827.86	3,913.93	3,913.93	-----
38,389.84	19,194.92	19,194.92	-----	27,149.56	13,574.78	13,574.78	-----
23,409.04	6,598.31	6,180.70	10,630.03	20,134.04	6,932.32	6,753.85	6,447.87
5,138.88	2,598.44	1,237.88	1,331.56	6,591.52	3,295.76	947.20	2,348.56
62,521.16	30,063.46	32,457.70	-----	47,477.13	21,876.35	25,600.78	-----
5,776.96	2,888.48	2,527.05	361.43	7,369.68	3,131.56	2,118.56	2,119.56
4,624.87	2,312.44	2,312.43	-----	14,325.00	6,832.50	7,492.50	-----
4,000.00	2,000.00	-----	2,000.00	10,573.09	4,444.40	1,623.19	4,505.50
12,626.02	6,212.41	4,670.31	1,743.30	16,667.49	8,042.57	5,111.11	3,513.81
28,196.18	13,055.62	6,230.42	8,910.14	31,122.72	14,185.17	8,136.13	8,801.42
3,855.53	1,916.80	1,593.73	345.00	13,121.90	5,175.77	5,579.25	2,366.88
1,298.84	649.42	-----	649.42	12,374.98	6,101.59	-----	6,273.39
21,781.12	7,311.74	9,357.16	5,112.22	29,600.03	7,311.74	8,302.05	13,986.24
7,458.82	3,703.62	2,855.20	900.00	6,283.21	3,141.59	-----	3,141.62
11,436.46	3,577.61	7,858.85	-----	9,365.68	4,095.03	4,970.65	300.00
45,983.72	14,927.95	24,871.27	6,184.50	13,311.77	5,000.46	8,311.31	-----
5,250.31	2,620.92	2,629.39	-----	7,011.67	3,505.62	3,506.05	-----

TABLE XII.—*Reimbursement of agricultural, trade or industrial, and home economics; Amount of Federal money expended for each type of school, by*

Amount of Federal money expended ¹						
State	For agricultural schools ²					For trade and industrial schools
	Total	Evening	Part-time	All-day	Short-unit courses	
United States:						
1924.....	\$1,853,816.04	\$57,237.31	\$4,108.52	\$1,759,879.44	\$32,590.77	\$1,590,521.26
1923.....	1,638,086.08	38,504.07	22,753.08	1,554,919.58	21,909.35	1,345,911.72
1922.....	1,485,475.22	(2)	(2)	(2)	(2)	1,170,907.05
1921.....	1,192,131.17	(2)	(2)	(2)	(2)	1,006,570.56
1920.....	889,886.29	(2)	(2)	(2)	(2)	699,644.75
1919.....	528,679.13	(2)	(2)	(2)	(2)	491,192.65
1918.....	273,282.08	(2)	(2)	(2)	(2)	307,374.57
1924:						
Alabama.....	69,346.75	1,965.00		67,381.75		13,744.65
Arizona.....	10,000.00			10,000.00		9,604.18
Arkansas.....	56,871.90	8,110.00		45,101.90	3,660.00	4,304.60
California.....	40,537.47			40,537.47		65,386.39
Colorado.....	18,048.62	262.49		17,786.13		13,196.62
Connecticut.....	15,203.83			15,203.83		27,810.56
Delaware.....	7,525.16			7,525.16		8,000.00
Florida.....	21,412.61	342.19		19,099.73	1,970.69	10,189.50
Georgia.....	79,015.17	5,555.00		73,460.17		21,618.42
Idaho.....	12,171.51	127.00	75.00	11,969.51		2,793.75
Illinois.....	80,912.87		1,013.24	79,899.63		134,265.70
Indiana.....	56,320.49			56,320.49		44,042.84
Iowa.....	38,242.15	50.00		38,192.15		25,995.92
Kansas.....	36,537.50	112.50		36,425.00		12,120.50
Kentucky.....	63,432.22			63,432.22		12,462.57
Louisiana.....	40,024.47			40,024.47		11,771.93
Maine.....	14,083.50			14,083.50		3,388.83
Maryland.....	20,399.05			20,399.05		15,976.01
Massachusetts.....	10,000.00			10,000.00		108,417.39
Michigan.....	51,654.76			51,654.76		66,574.72
Minnesota.....	51,501.00	1,444.00		50,057.00		31,233.76
Mississippi.....	51,994.17	413.91		51,580.26		7,060.67
Missouri.....	70,655.75			70,655.75		46,857.52
Montana.....	14,666.52			14,666.52		5,664.00
Nebraska.....	32,460.85	698.75		31,762.10		9,473.84
Nevada.....	3,647.91			3,647.91		4,666.66
New Hampshire.....	9,685.14			9,685.14		6,924.41
New Jersey.....	24,860.22	7,782.40		17,077.82		73,509.01
New Mexico.....	10,138.37	88.37		8,800.00	1,250.00	3,835.00
New York.....	69,854.51			69,854.51		318,912.74
North Carolina.....	74,244.29	14,225.00	2,250.00	55,569.29	2,200.00	13,150.24
North Dakota.....	14,493.92			14,493.92		7,368.93
Ohio.....	73,620.85	3,329.94		70,290.91		73,095.96
Oklahoma.....	55,893.50			55,893.50		9,352.28
Oregon.....	15,266.28			15,266.28		11,115.39
Pennsylvania.....	88,481.55			74,581.61	13,899.94	170,823.67
Rhode Island.....	5,231.24			5,231.24		18,753.31
South Carolina.....	51,271.70			49,969.70	1,302.00	7,048.72
South Dakota.....	20,803.06			20,803.06		2,648.75
Tennessee.....	65,430.61	8,481.35	262.50	54,563.10	2,123.66	18,154.26
Texas.....	111,042.15	2,950.00		108,092.15		36,815.48
Utah.....	10,000.00	250.00		9,750.00		8,000.00
Vermont.....	6,750.00		275.00	6,475.00		6,038.62
Virginia.....	63,622.25	1,026.41	232.78	56,178.58	6,184.48	15,776.76
Washington.....	21,241.80			21,241.80		22,238.47
West Virginia.....	31,233.75			31,233.75		8,791.18
Wisconsin.....	53,984.62			53,984.62		36,965.39
Wyoming.....	10,000.00	23.00		9,977.00		4,581.16

¹ Figures for 1924 are provisional, subject to final audit of State accounts.² Expenditures for salaries of teachers only. Prior to 1923 agricultural reimbursements were not reported by type of school.

ics evening, part-time, and all-day schools, and of part-time general continuation years 1918 to 1924, and by States for the year ended June 30, 1924

Amount of Federal money expended—Continued

For trade and industrial schools—Continued				For home economics schools			
Evening	Part-time		All-day	Total	Evening	Part-time	All-day
	Trade extension	General continuation					
\$191,850.99	\$202,319.57	\$548,303.92	\$648,046.78	\$331,026.11	\$80,343.19	\$35,157.36	\$215,525.56
172,530.35	167,140.91	443,753.30	562,487.16	285,968.57	65,283.49	27,714.64	192,970.44
151,940.25	145,345.81	388,406.58	485,214.41	245,885.87	53,124.43	28,745.75	164,015.69
129,297.52	141,075.92	320,748.77	415,448.35	192,387.21	28,414.45	11,356.07	152,616.69
103,737.16	109,574.67	190,259.48	296,073.44	155,768.24	25,243.09	6,084.84	124,440.31
83,063.91	86,027.72	64,999.81	257,101.21	115,952.01	23,175.93	6,516.44	86,259.64
78,982.67	37,350.70	54,435.03	136,606.17	57,773.82	542.28	791.57	56,439.97
4,316.41	393.11	4,527.21	4,507.92	3,781.85	91.85	-----	3,690.00
1,268.48	1,014.20	2,646.07	4,675.43	3,395.82	46.23	-----	349.59
420.00	724.15	-----	3,160.45	2,252.54	411.04	741.50	1,100.00
-----	3,668.68	15,008.77	46,708.94	17,313.89	-----	10,179.04	7,134.85
3,865.97	4,853.41	3,319.39	1,157.85	3,299.16	328.00	1,100.00	1,871.16
580.35	11,587.72	-----	15,642.49	6,952.64	-----	-----	6,952.64
1,458.00	6,542.00	-----	-----	2,000.00	-----	-----	2,000.00
3,143.81	-----	7,045.69	-----	2,464.25	349.75	33.25	2,081.25
6,278.30	1,099.98	7,907.69	6,332.45	5,404.60	2,354.60	-----	3,050.00
75.00	400.00	-----	2,318.75	2,000.00	-----	-----	2,000.00
10,547.73	12,859.13	93,148.76	17,710.38	29,302.68	6,080.00	1,414.70	21,807.98
7,348.72	1,395.24	17,004.76	18,294.12	11,010.70	4,314.32	3,367.50	3,328.88
3,007.25	-----	14,657.91	8,330.76	6,291.15	419.40	-----	5,871.75
6,120.50	1,000.00	750.00	4,250.00	4,572.50	1,955.00	-----	2,617.50
926.00	1,696.61	1,857.00	7,982.96	4,704.27	366.50	-----	4,337.77
1,797.50	948.50	-----	9,025.93	3,830.20	60.00	-----	3,770.20
350.50	1,850.00	-----	1,188.33	2,224.40	1,574.40	-----	650.00
5,014.43	444.40	468.18	10,049.00	6,455.76	364.87	-----	6,090.89
5,263.23	16,599.81	28,574.10	57,980.25	27,104.35	10,685.76	-----	16,418.59
8,674.52	22,515.58	19,940.52	15,444.10	16,643.34	2,136.04	4,559.00	9,948.30
2,455.43	6,838.14	7,069.33	14,870.86	7,808.44	1,785.91	-----	6,022.53
1,725.50	5,335.17	-----	1,999.50	1,999.50	-----	-----	1,999.50
3,548.93	317.78	21,333.10	21,657.71	11,781.36	1,099.32	912.51	9,769.53
1,086.00	2,358.00	-----	2,220.00	1,999.98	-----	-----	1,999.98
7,022.26	-----	2,451.58	-----	3,009.53	2,689.53	-----	320.00
2,394.00	-----	-----	2,272.66	2,000.00	-----	-----	2,000.00
-----	-----	-----	6,924.41	-----	-----	-----	-----
23,609.00	1,464.00	30,628.76	17,807.25	18,377.25	9,363.00	1,521.00	7,493.25
1,785.00	-----	850.00	1,200.00	1,997.37	85.50	-----	1,911.87
-----	-----	106,304.25	212,608.49	-----	-----	-----	-----
6,651.33	1,840.00	4,658.91	-----	3,687.75	3,027.75	-----	660.00
85.50	3,158.43	-----	4,125.00	2,000.00	406.50	-----	1,593.50
11,415.08	24,593.15	16,122.76	20,964.97	24,353.11	6,212.11	3,203.50	14,937.50
6,009.82	740.61	1,851.85	750.00	4,005.82	-----	-----	4,005.82
979.00	3,425.10	-----	6,711.29	2,868.38	354.00	996.50	1,517.88
14,430.49	13,411.48	88,111.56	54,870.14	37,376.11	6,371.25	-----	31,004.86
2,905.00	12,127.15	1,552.50	2,168.66	3,121.01	1,481.12	-----	1,639.89
4,585.50	-----	1,227.50	1,235.72	1,455.30	426.00	-----	1,029.30
764.25	709.50	-----	1,175.00	2,000.00	75.00	-----	1,925.00
3,675.27	3,505.71	6,042.95	4,930.33	4,538.56	1,288.56	-----	3,250.00
8,097.68	6,614.71	8,915.37	13,187.72	9,807.62	6,307.62	-----	3,500.00
566.25	-----	7,433.75	-----	2,000.00	-----	-----	2,000.00
991.50	5,047.12	-----	-----	2,295.16	395.16	-----	1,900.00
3,276.08	1,200.00	2,899.44	8,401.24	5,004.56	2,309.50	-----	2,695.06
2,983.00	900.00	9,046.73	9,308.74	5,559.61	1,959.61	-----	3,600.00
6,281.75	2,383.43	126.00	-----	2,734.25	-----	-----	2,375.00
2,289.22	16,757.57	14,821.53	3,097.07	9,241.34	1,818.74	7,128.86	293.74
1,781.75	-----	-----	2,799.41	2,000.00	990.00	-----	1,010.00

TABLE XIII.—*Availability of Federal funds for home economics and for all-day and evening schools by States: Amount expended for home economics, compared with 20 per cent of the total allotment for trade, industry, and home economics, and amount expended for all-day and evening schools, compared with 66⅔ per cent of the total, for the year ended June 30, 1924*

State	Total allotment for trade, industry, and home economics	Home economics schools		All-day and evening schools	
		Maximum amount available (20 per cent of allotment)	Amount expended ¹	Maximum amount available (66⅔ per cent of allotment)	Amount expended ¹
United States.....	\$2,067,179.97	\$413,437.98	\$331,026.11	\$1,378,120.01	\$1,156,771.56
Alabama.....	18,909.27	3,781.85	3,781.85	12,606.18	12,606.18
Arizona.....	10,000.00	2,000.00	395.82	6,666.67	6,439.73
Arkansas.....	10,785.20	2,157.04	2,252.54	7,190.13	5,091.49
California.....	86,569.45	17,313.89	17,313.89	57,712.97	53,843.79
Colorado.....	16,828.02	3,365.60	3,299.16	11,218.68	24,132.98
Connecticut.....	34,763.20	6,952.64	6,952.64	23,175.47	23,175.48
Delaware.....	10,000.00	2,000.00	2,000.00	6,666.67	3,458.00
Florida.....	13,210.62	2,642.12	2,464.25	8,807.08	5,574.81
Georgia.....	27,023.02	5,404.60	5,404.60	18,015.35	18,015.35
Idaho.....	10,000.00	2,000.00	2,000.00	6,666.67	4,393.75
Illinois.....	163,568.38	32,713.68	29,302.68	109,045.59	56,145.79
Indiana.....	55,053.54	11,010.71	11,010.70	36,702.36	33,286.04
Iowa.....	32,504.26	6,500.85	6,291.15	21,669.51	17,629.16
Kansas.....	22,942.98	4,588.60	4,572.50	15,295.32	14,943.00
Kentucky.....	23,521.37	4,704.27	4,704.27	15,680.91	13,613.23
Louisiana.....	23,321.63	4,664.33	3,830.20	15,547.75	14,653.63
Maine.....	11,122.02	2,224.40	2,224.40	7,414.68	3,763.27
Maryland.....	32,278.79	6,455.76	6,455.76	21,519.19	21,519.19
Massachusetts.....	135,521.74	27,104.35	27,104.35	90,347.83	90,347.83
Michigan.....	83,221.77	16,644.35	16,643.34	55,481.18	36,202.96
Minnesota.....	39,042.20	7,808.44	7,808.44	26,028.13	25,134.73
Mississippi.....	10,000.00	2,000.00	1,999.50	6,666.67	3,725.00
Missouri.....	58,916.50	11,783.30	11,781.36	39,277.67	36,075.49
Montana.....	10,000.00	2,000.00	1,999.98	6,666.67	5,305.98
Nebraska.....	15,047.68	3,009.54	3,009.53	10,031.79	10,031.79
Nevada.....	10,000.00	2,000.00	2,000.00	6,666.67	6,666.66
New Hampshire.....	10,386.61	2,077.32	-----	6,924.41	6,924.41
New Jersey.....	91,886.26	18,377.25	18,377.25	61,257.51	58,272.50
New Mexico.....	10,000.00	2,000.00	1,997.37	6,666.67	4,982.37
New York.....	318,912.74	63,782.55	-----	212,608.49	212,608.49
North Carolina.....	18,205.83	3,641.17	3,687.75	12,137.22	10,339.08
North Dakota.....	10,000.00	2,000.00	2,000.00	6,666.67	6,210.50
Ohio.....	136,520.00	27,304.00	24,353.11	91,013.33	57,529.66
Oklahoma.....	20,029.12	4,005.82	4,005.82	13,352.72	10,765.64
Oregon.....	14,517.25	2,903.45	2,868.38	9,678.17	9,561.17
Pennsylvania.....	208,199.78	41,639.96	37,376.11	138,799.85	106,676.74
Rhode Island.....	21,874.32	4,374.86	3,121.01	14,582.88	8,194.67
South Carolina.....	10,914.77	2,182.95	1,455.30	7,276.51	7,276.52
South Dakota.....	10,000.00	2,000.00	2,000.00	6,666.67	3,939.25
Tennessee.....	22,692.82	4,538.56	4,538.56	15,128.55	13,144.16
Texas.....	56,161.18	11,232.24	9,807.62	37,440.79	31,093.02
Utah.....	10,000.00	2,000.00	2,000.00	6,666.67	2,566.25
Vermont.....	10,000.00	2,000.00	2,295.16	6,666.67	3,286.66
Virginia.....	25,022.82	5,004.56	5,004.56	16,681.88	16,681.88
Washington.....	27,798.08	5,559.62	5,559.61	18,532.05	17,851.35
West Virginia.....	13,700.02	2,740.00	2,734.25	9,133.35	9,016.00
Wisconsin.....	46,206.73	9,241.35	9,241.34	30,804.49	7,498.77
Wyoming.....	10,000.00	2,000.00	2,000.00	6,666.67	6,581.16

¹ Provisional figures, subject to final audit of State accounts.

TABLE XIV.—*Availability of Federal funds for each class of teacher training, by States: Amount expended for training teachers of agriculture, of trade or industry, and of home economics, compared with 60 per cent of the total allotment for maintenance of teacher training for the year ended June 30, 1924*

State	Allotment 1924	Maximum amount available for one class of training (60 per cent of allotment)	Amount expended for training teachers of—		
			Agriculture ¹	Trade or industry ¹	Home economics ¹
United States	\$1,086,764.93	\$652,059.58	\$342,357.91	\$322,814.39	\$348,754.12
Alabama	22,305.56	13,383.34	9,448.99	6,457.85	6,015.86
Arizona	10,000.00	6,000.00	3,567.64	4,290.90	2,118.11
Arkansas	16,644.37	9,986.62	8,143.26	3,603.43	4,897.68
California	32,552.12	19,531.27	9,619.91	16,302.50	6,629.43
Colorado	10,000.00	6,000.00	3,290.66	2,956.35	3,752.99
Connecticut	13,114.76	7,868.86	4,472.91	3,497.04	5,144.81
Delaware	10,000.00	6,000.00	3,250.00	2,000.00	3,250.00
Florida	10,000.00	6,000.00	3,560.69	2,727.44	3,487.99
Georgia	27,507.82	16,504.69	11,776.19	7,735.82	7,300.72
Idaho	10,000.00	6,000.00	4,978.91	2,006.15	2,429.53
Illinois	61,604.37	36,962.62	17,888.89	11,892.09	14,708.55
Indiana	27,836.09	16,701.65	8,810.59	12,068.10	6,957.40
Iowa	22,836.05	13,701.63	8,800.54	4,624.28	9,314.04
Kansas	16,806.36	10,083.82	6,594.39	3,360.27	6,125.92
Kentucky	22,955.83	13,773.50	7,112.10	4,808.02	9,217.70
Louisiana	17,084.23	10,250.54	5,299.76	3,063.81	6,918.92
Maine	10,000.00	6,000.00	2,095.88	3,382.02	4,522.10
Maryland	13,770.49	8,262.29	5,309.37	2,479.32	3,896.42
Massachusetts	36,593.94	21,956.36	8,384.93	10,770.07	12,830.67
Michigan	34,846.64	20,907.98	8,609.80	13,842.30	9,408.59
Minnesota	22,675.56	13,605.34	7,494.54	5,923.87	9,257.15
Mississippi	17,009.27	10,205.56	7,837.59	3,416.52	5,755.15
Missouri	32,335.48	19,401.29	13,469.20	7,066.93	8,553.38
Montana	10,000.00	6,000.00	3,716.61	2,347.77	3,162.16
Nebraska	12,314.38	7,388.63	2,535.00	4,084.06	5,695.32
Nevada	10,000.00	6,000.00	2,323.70	1,729.29	3,448.84
New Hampshire	10,000.00	6,000.00	3,041.67	2,395.01	2,459.39
New Jersey	29,978.23	17,986.94	6,621.17	7,384.03	12,470.60
New Mexico	10,000.00	6,000.00	3,621.25	1,932.12	1,103.60
New York	98,650.39	59,190.23	20,934.99	38,135.10	39,580.30
North Carolina	24,309.38	14,585.63	11,402.17	4,927.48	7,779.66
North Dakota	10,000.00	6,000.00	3,764.27	2,001.31	3,913.93
Ohio	54,709.10	32,825.46	16,620.72	19,194.92	13,574.78
Oklahoma	19,266.88	11,560.13	5,718.60	6,598.31	6,932.32
Oregon	10,000.00	6,000.00	4,134.80	2,569.44	3,295.76
Pennsylvania	82,832.38	49,699.43	24,012.65	30,063.46	21,876.35
Rhode Island	10,000.00	6,000.00	3,979.96	2,888.48	3,131.56
South Carolina	15,993.88	9,596.33	6,848.94	2,312.44	6,832.50
South Dakota	10,000.00	6,000.00	3,413.68	2,000.00	4,444.40
Tennessee	22,207.82	13,324.69	7,952.84	6,212.41	8,042.57
Texas	44,296.50	26,577.90	11,562.87	13,055.62	14,185.17
Utah	10,000.00	6,000.00	2,792.85	1,916.80	5,175.77
Vermont	10,000.00	6,000.00	1,898.41	649.42	6,101.59
Virginia	21,935.22	13,161.13	7,311.74	7,311.74	7,311.74
Washington	12,886.69	7,732.04	4,238.94	3,703.62	3,141.59
West Virginia	13,903.85	8,342.31	5,192.54	3,577.61	4,095.03
Wisconsin	25,002.29	15,001.37	5,073.88	14,927.95	5,000.46
Wyoming	10,000.00	6,000.00	3,826.92	2,620.92	3,505.62

¹ Provisional figures, subject to final audit of State accounts.

TABLE XV.—*Unexpended balance and amount to be sent to the States for vocational agriculture during the year ending June 30, 1925, by States: Funds available, expenditure, and unexpended balance for 1924, and allotment and amount to be sent to the State for 1925*

State	1924			1925	
	Funds available ¹	Expended by State ²	Unexpended balance in State treasury June 30 (a-b)	Allotment	Amount to be sent to State (d-c) ²
	a	b	c	d	e
United States	\$2,036,952.12	\$1,896,406.29	\$140,545.83	\$2,526,826.66	\$2,386,280.83
Alabama	71,546.00	71,513.41	32.59	89,432.49	89,399.90
Arizona	10,000.00	10,000.00	-----	10,536.01	10,536.01
Arkansas	56,871.90	56,871.90	-----	71,089.87	71,089.87
California	42,609.25	42,609.25	-----	53,261.56	53,261.56
Colorado	18,923.62	18,923.62	-----	23,654.52	23,654.52
Connecticut	17,286.45	15,203.83	2,082.62	21,608.06	19,525.44
Delaware	10,000.00	7,525.16	2,474.84	10,000.00	7,525.16
Florida	23,836.71	22,762.61	1,074.10	29,795.88	28,721.78
Georgia	84,351.20	83,465.13	886.07	105,438.99	104,552.92
Idaho	13,171.51	12,171.51	-----	15,214.38	15,214.38
Illinois	80,912.87	80,912.87	-----	101,141.09	101,141.09
Indiana	56,322.49	56,320.49	-----	70,422.62	70,400.62
Iowa	59,471.68	38,242.15	21,229.53	74,339.60	53,110.07
Kansas	44,794.35	37,887.50	6,906.85	55,992.94	49,086.09
Kentucky	69,376.10	63,432.22	5,943.88	86,720.13	80,776.25
Louisiana	45,535.66	41,674.47	3,861.19	56,919.59	53,058.39
Maine	18,226.19	14,950.16	3,276.03	22,782.74	19,506.71
Maryland	22,575.86	20,399.05	2,176.81	28,219.82	26,043.01
Massachusetts	10,000.00	10,000.00	-----	10,000.00	10,000.00
Michigan	55,515.76	52,979.76	2,536.00	69,394.70	66,858.70
Minnesota	51,962.69	51,501.00	461.69	64,953.37	64,491.68
Mississippi	60,326.52	55,900.42	4,426.10	75,408.15	70,982.05
Missouri	70,701.50	70,655.75	45.75	88,376.87	88,331.12
Montana	14,663.52	14,663.52	-----	18,329.40	18,329.40
Nebraska	34,669.47	34,216.99	452.48	43,336.84	42,884.36
Nevada	10,000.00	3,647.91	6,352.09	10,000.00	3,647.91
New Hampshire	10,000.00	9,685.14	319.86	10,000.00	9,685.14
New Jersey	26,494.85	25,693.62	801.23	33,118.57	32,317.32
New Mexico	11,492.99	10,138.37	1,354.62	14,366.24	13,011.62
New York	69,854.51	69,854.51	-----	87,318.14	87,318.14
North Carolina	80,890.76	80,220.13	670.63	100,613.45	99,942.82
North Dakota	21,735.22	14,493.92	7,241.30	27,169.02	19,927.72
Ohio	81,016.21	73,620.85	7,395.36	101,270.26	93,874.90
Oklahoma	57,926.14	57,893.52	32.62	72,407.68	72,375.06
Oregon	15,266.28	15,266.28	-----	19,082.85	19,082.85
Pennsylvania	121,089.13	88,481.55	32,607.58	151,361.41	118,753.83
Rhode Island	10,000.00	5,731.24	4,268.76	10,000.00	5,731.24
South Carolina	54,071.70	54,071.70	-----	67,589.62	67,589.62
South Dakota	20,803.06	20,803.06	-----	26,003.83	26,003.83
Tennessee	67,180.61	67,180.61	-----	83,975.76	83,975.76
Texas	122,630.74	115,842.03	6,788.71	153,225.92	146,437.21
Utah	10,000.00	10,000.00	-----	11,371.41	11,371.41
Vermont	10,000.00	6,750.00	3,250.00	11,791.61	8,541.61
Virginia	63,622.25	63,622.25	-----	79,527.82	79,527.82
Washington	23,651.55	22,741.81	909.75	29,564.43	28,654.68
West Virginia	42,592.20	31,900.41	10,690.79	53,240.25	42,548.46
Wisconsin	53,984.62	53,984.62	-----	67,480.78	67,480.78
Wyoming	10,000.00	10,000.00	-----	10,000.00	10,000.00

¹ Includes amount sent to State during 1924 and the unexpended balance in State treasury June 30, 1923. This amount is less than the allotment in some instances because of amounts withheld in accordance with section 15 of the Federal act.

² Provisional figures, subject to final audit of State accounts.

TABLE XVI.—*Unexpended balance and amount to be sent to the States for vocational trade, industry, and home economics during the year ending June 30, 1925, by States: Funds available, expenditure, and unexpended balance for 1924, and allotment and amount to be sent to the State for 1925*

State	1924			1925	
	Funds available ¹	Expended by State ²	Unexpended balance in State treasury June 30 (a-b)	Allotment	Amount to be sent to State (d-c) ²
	a	b	c	d	e
United States.....	\$2,066,330.94	\$1,921,547.37	\$144,936.90	\$2,555,123.49	\$2,410,186.59
Alabama.....	18,909.27	17,526.50	1,382.77	23,636.59	22,252.82
Arizona.....	10,000.00	10,000.00	—	10,000.00	10,000.00
Arkansas.....	10,785.20	6,557.14	4,228.06	13,481.50	9,253.44
California.....	86,569.45	82,700.28	3,869.17	108,211.81	104,342.64
Colorado.....	16,495.78	16,495.78	—	21,035.03	21,035.03
Connecticut.....	34,763.20	34,763.20	—	43,454.00	43,454.00
Delaware.....	10,000.00	10,000.00	—	10,000.00	10,000.00
Florida.....	13,042.62	12,653.75	388.87	16,513.27	16,124.40
Georgia.....	27,023.02	27,023.02	—	33,778.77	33,778.77
Idaho.....	10,000.00	4,793.75	5,206.25	10,000.00	4,793.75
Illinois.....	163,568.38	163,568.38	—	204,460.47	204,460.47
Indiana.....	55,053.54	55,053.54	—	68,816.93	68,816.93
Iowa.....	32,504.26	32,287.07	217.19	40,630.32	40,413.13
Kansas.....	22,942.98	16,693.00	6,249.98	28,678.72	22,428.74
Kentucky.....	23,521.37	17,166.84	6,354.53	29,401.72	23,047.19
Louisiana.....	22,514.13	15,602.13	6,912.00	29,152.04	22,240.04
Maine.....	11,122.02	5,613.23	5,508.79	13,902.52	8,389.73
Maryland.....	2,278.79	22,431.77	9,847.02	40,348.48	30,501.46
Massachusetts.....	135,521.74	135,521.74	—	169,402.17	169,402.17
Michigan.....	83,221.77	83,218.06	3.71	104,027.22	104,023.51
Minnesota.....	39,042.20	39,042.20	—	48,802.75	48,802.75
Mississippi.....	10,000.00	9,060.17	939.83	11,143.63	10,203.80
Missouri.....	58,916.50	58,638.88	277.62	73,645.63	73,368.01
Montana.....	10,000.00	7,663.98	2,336.02	10,000.00	7,663.98
Nebraska.....	15,047.68	12,483.37	2,564.31	18,809.60	16,245.29
Nevada.....	10,000.00	6,666.66	3,333.34	10,000.00	6,666.66
New Hampshire.....	10,386.61	6,924.41	3,462.20	12,983.26	9,521.06
New Jersey.....	91,886.26	91,886.26	—	114,857.82	114,857.82
New Mexico.....	10,000.00	5,832.37	4,167.63	10,000.00	5,832.37
New York.....	318,912.74	318,912.74	—	298,640.92	398,640.92
North Carolina.....	18,205.83	16,837.99	1,367.84	22,757.29	21,389.45
North Dakota.....	10,000.00	9,368.93	631.07	10,000.00	9,368.93
Ohio.....	136,520.00	97,449.07	39,070.93	170,650.00	131,579.07
Oklahoma.....	20,029.12	13,358.10	6,671.02	25,036.40	18,365.38
Oregon.....	14,343.25	13,983.77	359.48	18,146.57	17,787.09
Pennsylvania.....	208,199.78	208,199.78	—	260,249.73	260,249.73
Rhode Island.....	21,874.32	21,874.32	—	27,342.90	27,342.90
South Carolina.....	10,914.77	8,504.02	2,410.75	13,643.47	11,232.72
South Dakota.....	10,000.00	4,648.75	5,351.25	10,000.00	4,648.75
Tennessee.....	22,692.82	22,692.82	—	28,366.02	28,366.02
Texas.....	56,161.18	46,623.10	9,538.08	70,201.48	60,663.40
Utah.....	10,000.00	10,000.00	—	10,004.91	10,004.91
Vermont.....	10,000.00	8,333.78	1,666.22	10,000.00	8,333.78
Virginia.....	25,022.82	20,627.99	4,394.83	31,278.52	26,883.69
Washington.....	27,798.08	27,798.08	—	34,747.59	34,747.59
West Virginia.....	14,332.73	11,525.43	2,807.30	17,125.03	14,317.73
Wisconsin.....	46,206.73	46,206.73	—	57,758.41	57,758.41
Wyoming.....	10,000.00	6,581.16	3,418.84	10,000.00	6,581.16

¹ See note 1, Table XV.

² Provisional figures, subject to final auditing of State accounts.

TABLE XVII.—Unexpended balance and amount to be sent to the States for vocational teacher training during the year ending June 30, 1925, by States: Funds available, expenditures, and unexpended balance for 1924, and allotment and amount to be sent to the State for 1925

State	1924			1925	
	Funds available ¹	Expended by State ²	Unexpended balance in State treasury (a-b)	Allotment	Amount to be sent to State (d-c) ²
	a	b	c	d	e
United States.....	\$1,085,687.53	\$1,013,926.42	\$717,761.11	\$1,086,765.93	\$1,015,004.82
Alabama.....	22,305.56	21,922.70	382.86	22,305.56	21,922.70
Arizona.....	9,976.65	9,976.65	-----	10,000.00	10,000.00
Arkansas.....	16,644.37	16,644.37	-----	16,644.37	16,644.37
California.....	32,552.12	32,551.84	.28	32,552.12	32,551.84
Colorado.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Connecticut.....	13,114.76	13,114.76	-----	13,114.76	13,114.76
Delaware.....	10,000.00	8,500.00	1,500.00	10,000.00	8,500.00
Florida.....	9,996.25	9,776.12	220.13	10,000.00	9,779.87
Georgia.....	27,503.05	26,812.73	690.32	27,507.82	26,817.50
Idaho.....	10,000.00	9,414.59	585.41	10,000.00	9,414.59
Illinois.....	61,325.87	44,489.53	16,836.34	61,604.37	44,768.03
Indiana.....	27,836.09	27,836.09	-----	27,836.09	27,836.09
Iowa.....	22,738.86	22,738.86	-----	22,836.05	22,836.05
Kansas.....	16,806.36	16,080.58	725.78	16,806.36	16,080.58
Kentucky.....	22,955.83	21,137.82	1,818.01	22,955.83	21,137.82
Louisiana.....	17,082.21	15,282.49	1,799.72	17,084.23	15,284.51
Maine.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Maryland.....	13,770.49	11,685.11	2,085.38	13,770.49	11,685.11
Massachusetts.....	36,593.94	31,985.67	4,608.27	36,593.94	31,985.67
Michigan.....	34,846.64	31,860.69	2,985.95	34,846.64	31,860.69
Minnesota.....	22,675.56	22,675.56	-----	22,675.56	22,675.56
Mississippi.....	17,009.27	17,009.26	.01	17,009.27	17,009.26
Missouri.....	32,227.00	29,089.51	3,137.49	32,335.48	29,197.99
Montana.....	9,987.22	9,226.54	760.68	10,000.00	9,239.32
Nebraska.....	12,314.38	12,314.38	-----	12,314.38	12,314.38
Nevada.....	10,000.00	7,501.83	2,498.17	10,000.00	7,501.83
New Hampshire.....	10,000.00	7,896.07	2,103.93	10,000.00	7,896.07
New Jersey.....	29,738.06	26,475.80	3,262.26	29,978.23	26,715.97
New Mexico.....	10,000.00	6,656.97	3,343.03	10,000.00	6,656.97
New York.....	98,650.39	98,650.39	-----	98,650.39	98,650.39
North Carolina.....	24,190.09	24,109.31	80.78	24,309.38	24,228.60
North Dakota.....	10,000.00	9,679.51	320.49	10,000.00	9,679.51
Ohio.....	54,709.10	49,390.42	5,318.68	54,709.10	49,390.42
Oklahoma.....	19,256.88	19,249.23	7.65	19,266.88	19,259.23
Oregon.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Pennsylvania.....	82,693.28	75,952.46	6,740.82	82,832.38	76,091.56
Rhode Island.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
South Carolina.....	15,993.88	15,993.88	-----	15,993.88	15,993.88
South Dakota.....	10,000.00	9,858.08	141.92	10,000.00	9,858.08
Tennessee.....	22,207.82	22,207.82	-----	22,207.82	22,207.82
Texas.....	44,296.50	38,803.66	5,492.84	44,296.50	38,803.66
Utah.....	10,000.00	9,885.42	114.58	10,000.00	9,885.42
Vermont.....	10,000.00	8,649.42	1,350.58	10,000.00	8,649.42
Virginia.....	21,935.22	21,935.22	-----	21,935.22	21,935.22
Washington.....	12,886.69	11,084.15	1,802.54	12,886.69	11,084.15
West Virginia.....	13,864.85	12,865.18	999.67	13,903.85	12,904.18
Wisconsin.....	25,002.29	25,002.29	-----	25,002.29	25,002.29
Wyoming.....	10,000.00	9,953.46	46.54	10,000.00	9,953.46

¹ See note 1, Table XV.² Provisional figures, subject to final audit of State accounts.

TABLE XVIII.—*Interest earned on Federal vocational funds deposited with State treasurers for the year ended June 30, 1924*

Total.....	\$41,067.32	Massachusetts.....	\$2,168.69	Pennsylvania.....	\$7,048.53
Arizona.....	129.69	Minnesota.....	1,232.20	Rhode Island.....	123.49
Florida.....	302.26	Mississippi.....	383.47	South Dakota.....	355.57
Georgia.....	271.56	Missouri.....	1,072.16	Tennessee.....	273.07
Idaho.....	220.78	Montana.....	139.67	Texas.....	525.94
Illinois.....	2,285.40	Nebraska.....	13.18	Utah.....	274.14
Indiana.....	1,010.39	New Hampshire.....	304.04	Virginia.....	61.19
Iowa.....	1,220.34	New Jersey.....	1,926.37	Washington.....	1,650.00
Kansas.....	451.05	New Mexico.....	195.33	West Virginia.....	365.99
Kentucky.....	674.00	New York.....	11,923.72	Wisconsin.....	1,559.16
Maine.....	529.53	North Carolina.....	202.56	Wyoming.....	162.08
Maryland.....	574.41	Ohio.....	2,148.74		
		Oklahoma.....	288.62		

¹ Approximately.

TABLE XIX.—Allotment of Federal vocational education funds to States, for the year ended June 30, 1924

State	Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade, industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and maintenance of teacher training	Allotted on the basis of population				Special allotment to guarantee minimum			
					Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade, industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and maintenance of teacher training	Total	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of \$10,000	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of \$10,000	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of \$10,000
United States.....	\$5,190,448.02	\$2,036,502.12	\$2,067,179.97	\$1,086,765.93	\$5,000,000.00	\$2,000,000.00	\$2,000,000.00	\$1,000,000.00	\$190,448.02	\$36,502.12	\$67,179.97	\$86,765.93
Alabama.....	112,760.83	71,546.000	18,909.27	22,305.56	112,760.83	71,546.00	18,909.27	22,305.56	-----	-----	-----	-----
Arizona.....	30,000.00	10,000.00	10,000.00	10,000.00	15,966.43	8,428.80	4,363.39	3,174.24	14,033.57	1,571.20	5,636.61	6,825.76
Arkansas.....	84,301.47	56,871.90	10,785.20	16,644.37	84,301.47	56,871.90	10,785.20	16,644.37	-----	-----	-----	-----
California.....	161,730.82	42,609.25	86,569.45	32,552.12	161,730.82	42,609.25	86,569.45	32,552.12	-----	-----	-----	-----
Colorado.....	45,751.64	18,923.62	16,828.02	10,000.00	44,677.28	18,923.62	16,828.02	8,925.64	1,074.36	-----	-----	1,074.36
Connecticut.....	65,164.41	17,286.45	34,763.20	13,114.76	65,164.41	17,286.45	34,763.20	13,114.76	-----	-----	-----	-----
Delaware.....	30,000.00	10,000.00	10,000.00	10,000.00	10,579.79	3,977.78	4,483.68	2,118.33	19,420.21	6,022.22	5,516.32	7,881.67
Florida.....	47,047.33	23,836.71	13,210.62	10,000.00	46,246.93	23,836.71	13,210.62	9,199.60	800.40	-----	-----	800.40
Georgia.....	138,882.04	84,351.20	27,023.02	27,507.82	138,882.04	84,351.20	27,023.02	27,507.82	-----	-----	-----	-----
Idaho.....	32,171.51	12,171.51	10,000.00	10,000.00	20,693.30	12,171.51	4,419.45	4,102.34	11,478.21	-----	5,580.55	5,897.66
Illinois.....	306,085.62	80,912.87	163,568.38	61,604.37	306,085.62	80,912.87	163,568.38	61,604.37	-----	-----	-----	-----
Indiana.....	139,210.12	56,320.49	55,053.54	27,836.09	139,210.12	56,320.49	55,053.54	27,836.09	-----	-----	-----	-----
Iowa.....	114,811.99	59,471.68	32,504.26	22,836.05	114,811.99	59,471.68	32,504.26	22,836.05	-----	-----	-----	-----
Kansas.....	84,543.69	44,794.35	22,942.98	16,806.36	84,543.69	44,794.35	22,942.98	16,806.36	-----	-----	-----	-----
Kentucky.....	115,853.30	69,376.10	23,521.37	22,955.83	115,853.30	69,376.10	23,521.37	22,955.83	-----	-----	-----	-----
Louisiana.....	85,941.52	45,535.66	23,321.63	17,084.23	85,941.52	45,535.66	23,321.63	17,084.23	-----	-----	-----	-----
Maine.....	39,348.21	18,226.19	11,122.02	10,000.00	36,643.66	18,226.19	11,122.02	7,295.45	2,704.55	-----	-----	2,704.55
Maryland.....	68,625.14	22,575.86	32,278.79	13,770.49	68,625.14	22,575.86	32,278.79	13,770.49	-----	-----	-----	-----
Massachusetts.....	182,115.68	10,000.00	135,521.74	36,593.94	179,979.27	7,863.59	135,521.74	36,593.94	2,136.41	2,136.41	-----	-----
Michigan.....	173,584.17	55,515.76	83,221.77	34,846.64	173,584.17	55,515.76	83,221.77	34,846.64	-----	-----	-----	-----
Minnesota.....	113,680.45	51,962.69	39,042.20	22,675.56	113,680.45	51,962.69	39,042.20	22,675.56	-----	-----	-----	-----
Mississippi.....	87,335.79	60,326.52	10,000.00	17,009.27	86,250.70	60,326.52	8,914.91	17,009.27	1,085.09	-----	1,085.09	-----
Missouri.....	161,953.48	70,701.50	58,916.50	32,335.48	161,953.48	70,701.50	58,916.50	32,335.48	-----	-----	-----	-----
Montana.....	34,663.52	14,663.52	10,000.00	10,000.00	26,263.68	14,663.52	6,386.20	5,213.96	8,399.84	-----	3,613.80	4,786.04
Nebraska.....	62,031.53	34,669.47	15,047.68	12,314.38	62,031.53	34,669.47	15,047.68	12,314.38	-----	-----	-----	-----

Nevada.....	30,000.00	10,000.00	10,000.00	10,000.00	3,719.87	2,418.24	556.33	735.30	26,280.13	7,581.76	9,433.67	9,264.70
New Hampshire...	30,386.61	10,000.00	10,386.61	10,000.00	20,950.01	6,354.51	10,386.61	4,208.89	9,436.60	3,645.49	-----	5,791.11
New Jersey.....	148,359.34	26,494.85	91,886.26	29,978.23	148,359.34	26,494.85	91,886.26	29,978.23	-----	-----	-----	-----
New Mexico.....	31,492.99	11,492.99	10,000.00	10,000.00	17,327.74	11,492.99	2,411.75	3,423.00	14,165.25	7,588.25	6,577.00	-----
New York.....	487,417.64	69,854.51	318,912.74	98,650.39	487,417.64	69,854.51	318,912.74	98,650.39	-----	-----	-----	-----
North Carolina....	123,095.97	80,490.76	18,205.83	24,309.38	123,095.97	80,490.76	18,205.83	24,309.38	-----	-----	-----	-----
North Dakota.....	41,735.22	21,735.22	10,000.00	10,000.00	31,155.96	21,735.22	3,276.03	6,144.71	10,579.26	6,723.97	3,855.29	-----
Ohio.....	272,245.31	81,016.21	136,520.00	54,709.10	272,245.31	81,016.21	136,520.00	54,709.10	-----	-----	-----	-----
Oklahoma.....	97,222.14	57,926.14	20,029.12	19,266.88	97,222.14	57,926.14	20,029.12	19,266.88	-----	-----	-----	-----
Oregon.....	39,783.53	15,266.28	14,517.25	10,000.00	37,225.03	15,266.28	14,517.25	7,441.50	2,558.50	-----	2,558.50	-----
Pennsylvania.....	412,121.29	121,089.13	208,199.78	82,832.38	412,121.29	121,089.13	208,199.78	82,832.38	-----	-----	-----	-----
Rhode Island.....	41,874.32	10,000.00	21,874.32	10,000.00	28,207.61	592.06	21,874.32	5,741.23	13,666.71	9,407.94	4,258.77	-----
South Carolina....	80,980.35	54,071.70	10,914.77	15,993.88	80,980.35	54,071.70	10,914.77	15,993.88	-----	-----	-----	-----
South Dakota.....	40,803.06	20,803.06	10,000.00	10,000.00	30,631.86	20,803.06	3,782.17	6,046.63	10,171.20	6,217.83	3,953.37	-----
Tennessee.....	112,081.25	67,180.61	22,692.82	22,207.82	112,081.25	67,180.61	22,692.82	22,207.82	-----	-----	-----	-----
Texas.....	223,038.42	122,580.74	56,161.18	44,296.50	223,038.42	122,580.74	56,161.18	44,296.50	-----	-----	-----	-----
Utah.....	30,000.00	10,000.00	10,000.00	10,000.00	21,369.92	9,097.13	8,003.93	4,268.86	8,630.08	902.87	1,996.07	5,731.14
Vermont.....	30,000.00	10,000.00	10,000.00	10,000.00	16,864.09	9,433.29	4,083.05	3,347.75	13,135.91	566.71	5,916.95	6,652.25
Virginia.....	110,580.29	63,622.25	25,022.82	21,935.22	110,580.29	63,622.25	25,022.82	21,935.22	-----	-----	-----	-----
Washington.....	64,336.32	23,651.55	27,798.08	12,886.69	64,336.32	23,651.55	27,798.08	12,886.69	-----	-----	-----	-----
West Virginia.....	70,196.07	42,592.20	13,700.02	13,903.85	70,196.07	42,592.20	13,700.02	13,903.85	-----	-----	-----	-----
Wisconsin.....	125,193.64	53,984.62	46,206.73	25,002.29	125,193.64	53,984.62	46,206.73	25,002.29	-----	-----	-----	-----
Wyoming.....	30,000.00	10,000.00	10,000.00	10,000.00	9,308.26	5,332.48	2,129.14	1,846.64	20,691.74	4,667.52	7,870.86	8,153.36

TABLE XX.—*Allotment of Federal vocational education funds to States, for the year ending June 30, 1925*

State	Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade, industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and maintenance of teacher training	Allotted on the basis of population				Special allotment to guarantee minimum			
					Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade, industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and maintenance of teacher training	Total	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of \$10,000	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of \$10,000	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of \$10,000
United States.....	\$6,168,716.08	\$2,526,826.66	\$2,555,123.49	\$1,086,765.93	\$6,000,000.00	\$2,500,000.00	\$2,500,000.00	\$1,000,000.00	\$168,716.08	\$26,826.66	\$55,123.49	\$86,765.93
Alabama.....	135,374.64	89,432.49	23,636.59	22,305.56	135,374.64	89,432.49	23,636.59	22,305.56	-----	-----	-----	-----
Arizona.....	30,536.01	10,536.01	10,000.00	10,000.00	19,164.49	10,536.01	5,454.24	3,174.24	11,371.52	-----	4,545.76	6,825.76
Arkansas.....	101,215.74	71,089.87	13,481.50	16,644.37	101,215.74	71,089.87	13,481.50	16,644.37	-----	-----	-----	-----
California.....	194,025.49	53,261.56	108,211.81	32,552.12	194,025.49	53,261.56	108,211.81	32,552.12	-----	-----	-----	-----
Colorado.....	54,689.55	23,654.52	21,035.03	10,000.00	53,615.19	23,654.52	21,035.03	8,925.64	1,074.36	-----	-----	1,074.36
Connecticut.....	78,176.82	21,608.06	43,454.00	13,114.76	78,176.82	21,608.06	43,454.00	13,114.76	-----	-----	-----	-----
Delaware.....	30,000.00	10,000.00	10,000.00	10,000.00	12,695.16	4,972.23	5,604.60	2,118.33	17,304.84	5,027.77	4,395.40	7,881.67
Florida.....	56,309.15	29,795.88	16,513.27	10,000.00	55,608.75	29,795.88	16,513.27	9,199.60	800.40	-----	-----	800.40
Georgia.....	166,725.58	105,438.99	33,778.77	27,507.82	166,725.58	105,438.99	33,778.77	27,507.82	10,373.34	-----	4,475.68	5,897.66
Idaho.....	35,214.38	15,214.38	10,000.00	10,000.00	24,841.04	15,214.38	5,524.32	4,102.34	-----	-----	-----	-----
Illinois.....	367,205.93	101,141.09	204,460.47	61,604.37	367,205.93	101,141.09	204,460.47	61,604.37	-----	-----	-----	-----
Indiana.....	167,053.64	70,400.62	68,816.93	27,836.09	167,053.64	70,400.62	68,816.93	27,836.09	-----	-----	-----	-----
Iowa.....	137,805.97	74,339.60	40,630.32	22,836.05	137,805.97	74,339.60	40,630.32	22,836.05	-----	-----	-----	-----
Kansas.....	101,478.02	55,992.94	28,678.72	16,806.36	101,478.02	55,992.94	28,678.72	16,806.36	-----	-----	-----	-----
Kentucky.....	139,077.68	86,720.13	29,401.72	22,955.83	139,077.68	86,720.13	29,401.72	22,955.83	-----	-----	-----	-----
Louisiana.....	103,155.85	56,919.58	29,152.04	17,084.23	103,155.85	56,919.58	29,152.04	17,084.23	-----	-----	-----	-----
Maine.....	46,685.26	22,782.74	13,902.52	10,000.00	43,980.71	22,782.74	13,902.52	7,295.45	2,704.55	-----	-----	2,704.55
Maryland.....	82,338.79	28,219.82	40,348.48	13,770.49	82,338.79	28,219.82	40,348.48	13,770.49	-----	-----	-----	-----
Massachusetts.....	215,996.11	10,000.00	169,402.17	36,593.94	215,996.11	9,829.49	169,402.17	36,593.94	170.51	170.51	-----	-----
Michigan.....	208,268.56	69,394.70	104,027.22	34,846.64	208,268.56	69,394.70	104,027.22	34,846.64	-----	-----	-----	-----
Minnesota.....	136,431.68	64,953.37	48,802.75	22,675.56	136,431.68	64,953.37	48,802.75	22,675.56	-----	-----	-----	-----
Mississippi.....	103,561.05	75,408.15	11,143.63	17,009.27	103,561.05	75,408.15	11,143.63	17,009.27	-----	-----	-----	-----
Missouri.....	194,357.98	88,376.87	73,645.63	32,335.48	194,357.98	88,376.87	73,645.63	32,335.48	-----	-----	-----	-----
Montana.....	38,329.40	18,329.40	10,000.00	10,000.00	31,526.12	18,329.40	7,982.76	5,213.96	6,803.28	-----	2,017.24	4,786.04
Nebraska.....	74,460.82	43,336.84	18,809.60	12,314.38	74,460.82	43,336.84	18,809.60	12,314.38	-----	-----	-----	-----

Nevada.....	30,000.00	10,000.00	10,000.00	10,000.00	4,466.01	3,022.80	707.91	735.30	25,533.99	6,977.20	9,292.09	9,264.70
New Hampshire.....	32,983.26	10,000.00	12,983.26	10,000.00	25,135.29	7,943.14	12,983.26	4,208.89	7,847.97	2,056.86	-----	5,791.11
New Jersey.....	177,954.62	33,118.57	114,857.82	29,978.23	177,954.62	33,118.57	114,857.82	29,978.23	-----	-----	-----	-----
New Mexico.....	34,366.24	14,366.24	10,000.00	10,000.00	20,803.93	14,366.24	3,014.69	3,423.00	13,562.31	-----	6,985.31	6,577.00
New York.....	584,609.45	87,318.14	398,640.92	98,650.39	584,609.45	87,318.14	398,640.92	98,650.39	-----	-----	-----	-----
North Carolina.....	147,680.12	100,613.45	22,757.29	24,309.38	147,680.12	100,613.45	22,757.29	24,309.38	-----	-----	-----	-----
North Dakota.....	47,169.02	27,169.02	10,000.00	10,000.00	37,408.76	27,169.02	4,095.03	6,144.71	9,760.26	-----	5,904.97	3,855.29
Ohio.....	326,629.36	101,270.26	170,650.00	54,709.10	326,629.36	101,270.26	170,650.00	54,709.10	-----	-----	-----	-----
Oklahoma.....	116,710.96	72,407.68	25,036.40	19,266.88	116,710.96	72,407.68	25,036.40	19,266.88	-----	-----	-----	-----
Oregon.....	47,229.42	19,082.85	18,146.57	10,000.00	44,670.92	19,082.85	18,146.57	7,441.50	2,558.50	-----	-----	2,558.50
Pennsylvania.....	494,443.52	151,361.41	260,249.73	82,832.38	494,443.52	151,361.41	260,249.73	82,832.38	-----	-----	-----	-----
Rhode Island.....	47,342.90	10,000.00	27,342.90	10,000.00	33,824.21	740.08	27,342.90	5,741.23	13,518.69	9,259.92	-----	4,258.77
South Carolina.....	97,226.97	67,589.62	13,643.47	15,993.88	97,226.97	67,589.62	13,643.47	15,993.88	-----	-----	-----	-----
South Dakota.....	46,003.83	26,003.83	10,000.00	10,000.00	36,778.18	26,003.83	4,727.72	6,046.63	9,225.65	-----	5,272.28	3,953.37
Tennessee.....	134,549.60	83,975.76	28,366.02	22,207.82	134,549.60	83,975.76	28,366.02	22,207.82	-----	-----	-----	-----
Texas.....	267,723.90	153,225.92	70,201.48	44,296.50	267,723.90	153,225.92	70,201.48	44,296.50	-----	-----	-----	-----
Utah.....	31,376.32	11,371.41	10,004.91	10,000.00	25,645.18	11,371.41	10,004.91	4,268.86	5,731.14	-----	-----	5,731.14
Vermont.....	31,791.61	11,791.61	10,000.00	10,000.00	20,243.17	11,791.61	5,103.81	3,347.75	11,548.44	-----	4,896.19	6,652.25
Virginia.....	132,741.56	79,527.82	31,278.52	21,935.22	132,741.56	79,527.82	31,278.52	21,935.22	-----	-----	-----	-----
Washington.....	77,198.71	29,564.43	34,747.59	12,886.69	77,198.71	29,564.43	34,747.59	12,886.69	-----	-----	-----	-----
West Virginia.....	84,269.13	53,240.25	17,125.03	13,903.85	84,269.13	53,240.25	17,125.03	13,903.85	-----	-----	-----	-----
Wisconsin.....	150,241.48	67,480.78	57,758.41	25,002.29	150,241.48	67,480.78	57,758.41	25,002.29	-----	-----	-----	-----
Wyoming.....	30,000.00	10,000.00	10,000.00	10,000.00	11,173.67	6,665.60	2,661.43	1,846.64	18,826.33	3,334.40	7,338.57	8,153.36

TABLE XXI.—*Allotment of Federal vocational education funds to States, for the year ending June 30, 1926, and annually thereafter to 1930*¹

State	Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade, industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and maintenance of teacher training	Allotted on the basis of population				Special allotment to guarantee minimum			
					Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade, industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and maintenance of teacher training	Total	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of \$10,000	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of \$10,000	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of \$10,000
United States—	\$7,154,901.51	\$3,021,987.39	\$3,046,148.19	\$1,086,765.93	\$7,000,000.00	\$3,000,000.00	\$3,000,000.00	\$1,000,000.00	\$154,901.51	\$21,987.39	\$46,148.19	\$86,765.93
Alabama—	157,988.45	107,318.99	28,363.90	22,305.56	157,988.45	107,318.99	28,363.90	22,305.56	-----	-----	-----	-----
Arizona—	32,643.21	12,643.21	10,000.00	10,000.00	22,362.54	12,643.21	6,545.09	3,174.24	10,280.67	-----	3,454.91	6,825.76
Arkansas—	118,130.01	85,307.84	16,177.80	16,644.37	118,130.01	85,307.84	16,177.80	16,644.37	-----	-----	-----	-----
California—	226,320.17	63,913.87	129,854.18	32,552.12	226,320.17	63,913.87	129,854.18	32,552.12	-----	-----	-----	-----
Colorado—	63,627.46	28,385.43	25,242.03	10,000.00	62,553.10	28,385.43	25,242.03	8,925.64	1,074.36	-----	-----	1,074.36
Connecticut—	91,189.23	25,929.68	52,144.79	13,114.76	91,189.23	25,929.68	52,144.79	13,114.76	-----	-----	-----	-----
Delaware—	30,000.00	10,000.00	10,000.00	10,000.00	14,810.53	5,966.68	6,725.52	2,118.33	15,189.47	4,033.32	3,274.48	7,881.67
Florida—	65,570.98	35,755.06	19,815.92	10,000.00	64,770.58	35,755.06	19,815.92	9,199.60	800.40	-----	-----	800.40
Georgia—	194,569.14	126,526.79	40,534.53	27,507.82	194,569.14	126,526.79	40,534.53	27,507.82	-----	-----	-----	-----
Idaho—	38,257.26	18,257.26	10,000.00	10,000.00	28,988.78	18,257.26	6,629.18	4,102.34	9,268.48	-----	3,370.82	5,897.66
Illinois—	428,326.24	121,369.30	245,352.57	61,604.37	428,326.24	121,369.30	245,352.57	61,604.37	-----	-----	-----	-----
Indiana—	194,897.15	84,490.74	82,580.32	27,836.09	194,897.15	84,480.74	82,580.32	27,836.09	-----	-----	-----	-----
Iowa—	160,799.96	89,207.52	48,756.39	22,836.05	160,799.96	89,207.52	48,756.39	22,836.05	-----	-----	-----	-----
Kansas—	118,412.35	67,191.52	34,414.47	16,806.36	118,412.35	67,191.52	34,414.47	16,806.36	-----	-----	-----	-----
Kentucky—	162,302.05	104,064.16	35,282.06	22,955.83	162,302.05	104,064.16	35,282.06	22,955.83	-----	-----	-----	-----
Louisiana—	120,370.17	68,303.49	34,982.45	17,084.23	120,370.17	68,303.49	34,982.45	17,084.23	-----	-----	-----	-----
Maine—	54,022.31	27,339.29	16,683.02	10,000.00	51,317.76	27,339.29	16,683.02	7,295.45	2,704.55	-----	-----	2,704.55
Maryland—	96,052.46	33,863.79	48,418.18	13,770.49	96,052.46	33,863.79	48,418.18	13,770.49	-----	-----	-----	-----
Massachusetts—	251,671.94	11,795.39	203,282.61	36,593.94	251,671.94	11,795.39	203,282.61	36,593.94	-----	-----	-----	-----
Michigan—	242,952.94	83,273.64	124,832.66	34,846.64	242,952.94	83,273.64	124,832.66	34,846.64	-----	-----	-----	-----
Minnesota—	159,182.90	77,944.04	58,563.30	22,675.56	159,182.90	77,944.04	58,563.30	22,675.56	-----	-----	-----	-----
Mississippi—	120,871.42	90,489.79	13,372.36	17,009.27	120,871.42	90,489.79	13,372.36	17,009.27	-----	-----	-----	-----
Missouri—	226,762.49	106,052.25	88,374.76	32,355.48	226,762.49	106,052.25	88,374.76	32,355.48	-----	-----	-----	-----
Montana—	41,995.28	21,995.28	10,000.00	10,000.00	36,788.55	21,995.28	9,579.31	5,213.96	5,206.73	-----	420.69	4,786.04
Nebraska—	86,890.11	52,004.21	22,571.52	12,314.38	86,890.11	52,004.21	22,571.52	12,314.38	-----	-----	-----	-----

Nevada-----	30,000.00	10,000.00	10,000.00	10,000.00	5,212.16	3,627.36	849.50	735.30	24,787.84	6,372.64	9,150.50	9,264.70
New Hampshire---	35,579.91	10,000.00	15,579.91	10,000.00	29,320.56	9,531.76	15,579.91	4,208.89	6,259.35	408.24	-----	5,791.11
New Jersey-----	207,549.90	39,742.28	137,829.39	29,978.23	207,549.90	39,742.28	137,829.39	29,978.23	-----	-----	-----	-----
New Mexico-----	37,239.49	17,239.49	10,000.00	10,000.00	24,280.12	17,239.49	3,617.63	3,423.00	12,959.37	-----	6,382.37	6,577.00
New York-----	681,801.27	104,781.77	478,369.11	98,650.39	681,801.27	104,781.77	478,369.11	98,650.39	-----	-----	-----	-----
North Carolina---	172,354.27	120,736.14	27,308.75	24,309.38	172,354.27	120,736.14	27,308.75	24,309.38	-----	-----	-----	-----
North Dakota-----	52,602.82	32,602.82	10,000.00	10,000.00	43,661.57	32,602.82	4,914.04	6,144.71	8,941.25	-----	5,085.96	3,855.29
Ohio-----	381,013.41	121,524.31	204,780.00	54,709.10	381,013.41	121,524.31	204,780.00	54,709.10	-----	-----	-----	-----
Oklahoma-----	136,199.77	86,889.21	30,043.68	19,266.88	136,199.77	86,889.21	30,043.68	19,266.88	-----	-----	-----	-----
Oregon-----	54,675.30	22,899.42	21,775.88	10,000.00	52,116.80	22,899.42	21,775.88	7,441.50	2,558.50	-----	-----	2,558.50
Pennsylvania-----	576,765.74	181,633.69	312,299.67	82,832.38	576,765.74	181,633.69	312,299.67	82,832.38	-----	-----	-----	-----
Rhode Island-----	52,811.48	10,000.00	32,811.48	10,000.00	39,440.80	888.09	32,811.48	5,741.23	13,370.68	9,111.91	-----	4,258.77
South Carolina---	113,473.58	81,107.54	16,372.16	15,993.88	113,473.58	81,107.54	16,372.16	15,993.88	-----	-----	-----	-----
South Dakota-----	51,204.59	31,204.59	10,000.00	10,000.00	42,924.48	31,204.59	5,673.26	6,046.63	8,280.11	-----	4,326.74	3,953.37
Tennessee-----	157,017.97	100,770.92	34,039.23	22,207.82	157,017.97	100,770.92	34,039.23	22,207.82	-----	-----	-----	-----
Texas-----	312,409.38	183,871.11	84,241.77	44,296.50	312,409.38	183,871.11	84,241.77	44,296.50	-----	-----	-----	-----
Utah-----	35,651.58	13,645.69	12,005.89	10,000.00	29,920.44	13,645.69	12,005.89	4,268.86	5,731.14	-----	-----	5,731.14
Vermont-----	34,149.93	14,149.93	10,000.00	10,000.00	23,622.25	14,149.93	6,124.57	3,347.75	10,527.68	-----	3,875.43	6,652.25
Virginia-----	154,902.82	95,433.38	37,534.22	21,935.22	154,902.82	95,433.38	37,534.22	21,935.22	-----	-----	-----	-----
Washington-----	90,061.12	35,477.32	41,697.11	12,886.69	90,061.12	65,477.32	41,697.11	12,886.69	-----	-----	-----	-----
West Virginia-----	98,342.19	63,888.31	20,550.03	13,903.85	98,342.19	63,888.31	20,550.03	13,903.85	-----	-----	-----	-----
Wisconsin-----	175,289.31	80,976.93	69,310.09	25,002.29	175,289.31	80,976.93	69,310.09	25,002.29	-----	-----	-----	-----
Wyoming-----	30,000.00	10,000.00	10,000.00	10,000.00	13,039.07	7,998.72	3,193.71	1,846.64	16,960.93	2,001.28	6,806.29	8,153.36

¹ For years 1931 to 1940 allotments will be based upon returns of population at the Federal census of 1930.

TABLE XXII.—Allocation of State appropriations for vocational education to Federal fiscal years ending June 30, 1923, 1924, and 1925 ¹

State	Amount of State appropriation allocated to Federal fiscal year														
	1923					1924					1925				
	Total A, B, C	A For agri- cultural educa- tion	B For trade, industrial, and home economics educa- tion	C For teacher training	For adminis- tration	Total A, B, C	A For agri- cultural educa- tion	B For trade, industrial, and home economics educa- tion	C For teacher training	For adminis- tration	Total A, B, C	A For agri- cultural educa- tion	B For trade, industrial, and home economics educa- tion	C For teacher training	For adminis- tration
Alabama ²	\$101,453.92	\$62,602.75	\$16,545.61	\$22,305.56	(²)	\$112,760.83	\$71,546.00	\$18,909.27	\$22,305.56	(²)	\$135,374.64	\$89,432.49	\$23,636.59	\$22,305.56	(²)
Arizona ³	-----	-----	-----	-----	-----	69,677.46	-----	-----	-----	-----	69,677.46	-----	-----	-----	-----
Arkansas	103,773.40	81,119.22	7,664.66	14,989.52	\$13,537.69	90,000.00	70,000.00	7,500.00	12,500.00	\$15,000.00	90,000.00	70,000.00	7,500.00	12,500.00	\$15,000.00
California	145,583.48	37,283.09	75,748.27	32,552.12	-----	161,730.81	42,609.24	86,569.45	32,552.12	-----	194,025.47	53,261.55	108,211.80	32,552.12	-----
Colorado ⁴	41,282.69	16,558.17	14,724.52	10,000.00	10,000.00	45,751.64	18,923.62	16,828.02	10,000.00	10,000.00	54,689.55	23,654.52	21,035.03	10,000.00	10,000.00
Connecticut	330,000.00	15,125.65	301,759.59	13,114.76	-----	335,164.41	17,286.45	304,763.20	13,114.76	-----	348,176.82	21,608.06	313,454.00	13,114.76	-----
Delaware ⁵	20,000.00	-----	10,000.00	10,000.00	-----	20,000.00	-----	10,000.00	10,000.00	-----	20,000.00	-----	10,000.00	10,000.00	-----
Florida	42,418.00	20,857.12	11,559.29	10,001.59	5,000.00	46,047.42	23,331.21	13,210.62	9,505.59	1,000.00	56,309.15	29,795.88	16,513.27	10,000.00	1,000.00
Georgia ⁶	37,000.00	6,500.00	8,300.00	22,200.00	2,000.00	37,000.00	6,500.00	8,300.00	22,200.00	2,000.00	37,000.00	6,500.00	8,300.00	22,200.00	2,000.00
Idaho ⁷	17,195.78	8,347.18	691.20	8,157.40	-----	10,390.34	5,890.34	1,000.00	3,500.00	-----	5,249.03	3,000.00	500.00	1,749.03	-----
Illinois ⁸	265,804.00	-----	-----	-----	-----	265,804.00	-----	-----	-----	-----	265,804.00	-----	-----	-----	-----
Indiana ⁹	136,379.74	10,644.35	115,878.84	9,856.55	32,546.59	265,000.00	-----	-----	-----	-----	265,000.00	-----	-----	-----	-----
Iowa ¹⁰	69,698.22	13,547.52	31,984.89	24,166.81	10,000.00	-----	-----	-----	-----	10,000.00	-----	-----	-----	-----	10,000.00
Kansas ¹¹	-----	-----	-----	-----	-----	84,543.69	44,794.35	22,942.98	16,806.36	-----	101,478.02	55,992.94	28,678.72	16,806.36	-----
Kentucky	24,987.00	-----	-----	24,987.00	2,500.00	24,987.00	-----	-----	24,987.00	2,500.00	24,987.00	-----	-----	24,987.00	2,500.00
Louisiana ¹²	11,581.83	1,050.00	-----	10,531.83	-----	1,800.00	1,800.00	-----	-----	-----	-----	-----	-----	-----	-----
Maine ¹³	18,991.58	6,363.10	3,489.21	9,139.27	-----	20,000.00	-----	-----	-----	-----	20,000.00	-----	-----	-----	-----
Maryland ¹⁴	16,914.55	6,499.43	4,424.22	5,990.90	-----	17,500.00	7,000.00	4,500.00	6,000.00	-----	-----	-----	-----	-----	-----
Massachusetts ¹⁵	822,063.86	77,111.92	714,626.94	30,325.00	29,178.71	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Michigan	95,544.31	24,288.15	36,409.52	34,846.64	4,750.00	104,215.40	27,757.88	41,610.88	34,846.64	4,750.00	121,557.60	34,697.35	52,013.61	34,846.64	-----
Minnesota ¹⁶	102,304.84	45,467.36	34,161.92	22,675.56	-----	113,680.45	51,962.69	39,042.20	22,675.56	-----	136,431.68	64,953.37	48,802.75	22,675.56	-----
Mississippi ¹⁷	73,333.34	50,333.34	6,000.00	17,000.00	-----	36,666.66	25,166.66	3,000.00	8,500.00	-----	-----	-----	-----	-----	-----
Missouri	145,751.23	61,863.81	51,551.94	32,335.48	15,000.00	161,953.48	70,701.50	58,916.50	32,335.48	15,000.00	-----	-----	-----	-----	-----
Montana ¹⁸	25,407.84	12,830.58	3,640.23	8,937.03	-----	14,310.00	5,999.84	1,937.67	6,372.49	-----	-----	-----	-----	-----	-----
Nebraska ¹⁹	70,000.00	-----	-----	-----	19,500.00	72,000.00	-----	-----	-----	19,250.00	72,000.00	-----	-----	-----	19,250.00

The following States report appropriations for 1926:

	Total A, B, and C	A. Agri- culture	B. Trade, industry, and home economics	C. Teacher training	For adminis- tration
California	\$226,320.14	\$63,913.86	\$129,854.16	\$32,552.12	
Colorado	63,627.46	28,385.43	25,242.03	10,000.00	\$10,000.00
Connecticut	361,189.23	25,929.68	322,144.79	13,114.76	
Michigan	138,899.79	41,636.82	62,416.33	34,846.64	
North Carolina	172,354.27	120,736.14	27,308.75	24,309.38	

² Alabama: All funds necessary for administrative purposes are made available by the State board.

³ Arizona: The appropriation is \$162,200 for the biennium ending June 30, 1925, and is made available for vocational education and civilian vocational rehabilitation in the discretion of the State board. This appropriation has been allocated on the basis of Federal grants.

⁴ Colorado: The amounts given in the table indicate that Federal funds are matched. The State director submits the following statement: "The Colorado fiscal year begins on Dec. 1 and ends on Nov. 30 following. Owing to this difference in the fiscal years, we draw our bill so that we would be five months ahead of the Federal appropriation and on this account, we receive from the State funds somewhat in excess of the annual Federal appropriations but the excess is only something like 10 per cent."

⁵ Delaware: For each of the years 1923 and 1924 the State legislature appropriated \$20,000 for "vocational education, Smith-Hughes." The State executive officer submits the following statement: "The departments to which the appropriation was to be allocated are not indicated in the appropriation, nor does this \$20,000 represent the total amount of strictly State funds spent for salaries of vocational teachers, supervisors, and directors. In noting the above allocation, this fact should be borne in mind."

⁶ Georgia: The State appropriation of \$39,000 a year for each of the years 1923, 1924, and 1925, is a lump-sum appropriation, available as needed for matching reimbursements out of Federal funds. Appropriations are made for 2-year periods. The allocation of the State appropriation shown in the table represents estimated expenditures of State money in the year 1924, which have been taken as indicating availability of State money in 1925.

⁷ Idaho: Amounts given as available for matching Federal money are expenditures reported for 1923. The vice director submits the following statement: "The amounts set up in the fiscal years of 1924 and 1925 are only approximate estimates for the distribution of the funds. Any of these amounts can be used at any time during the fiscal year 1924 for the first half of the fiscal year 1925. The money for A. Agriculture, and B. Trade industry, and home economics, can be interchanged at the judgment of the director of vocational education but no part of the funds set aside for agriculture, trade, industry and home economics can be used for teacher training or administrative purposes."

⁸ Illinois: The general assembly meeting in 1923 appropriated \$531,608 for the board of vocational education "until the expiration of the first fiscal quarter after the adjournment of the next regular session of the general assembly." The amounts given in the table are the estimated appropriations for the several years and include administration.

⁹ Indiana: Amounts given as available for matching Federal money for agricultural education and for teacher training are expenditures reported for 1923. The total of \$265,000 given as amount available for matching Federal funds in 1925 and 1926 is the reported estimate of the yield of the tax levy of $\frac{1}{2}$ cent on each \$100 of taxables, authorized by the Indiana vocational education law to provide for vocational education. Available State funds are distributed as needed to agriculture, trade and industry, home economics, teacher training, and State office, provided not more than 40 per cent may be used for trade and industry.

¹⁰ Iowa: Amounts given as available for matching Federal money for 1923 are expenditures reported for 1923.

¹¹ Kansas: The appropriation for vocational education is made as a lump appropriation for the use of the State board for vocational education in cooperating with the Federal Board for Vocational Education and in promotion of vocational education in Kansas. It is not restricted as to matching certain parts of the Federal appropriation.

¹² Louisiana: State appropriations for salaries of employees are available for matching Federal funds in amount necessary to carry on the work of vocational education. In 1923 local money to the amount of \$332,411.37 was matched against Federal money.

¹³ Maine: No report of appropriations. The amounts given in the table are expenditures.

¹⁴ Maryland: The apportionment for 1924 is tentative. The amount for 1925 will be appropriated by the legislature meeting during 1924.

¹⁵ Massachusetts: The following statement is submitted: "Annually we appropriate for A and B 50 per cent of net maintenance cost of the year last closed Sept. 1, for C a definite amount."

¹⁶ Minnesota: Figures given for the several years are allotments of Federal money. For 1923 these allotments totaled \$102,304.84, and State money matched against Federal reimbursements totaled \$100,556.60. In addition local money to the amount of \$119,121.90 was matched against Federal money. The State director submits the following statement: "The appropriation by the Minnesota Legislature is made in a lump sum for all forms of education. Since the State is pledged to match the Federal money for vocational education dollar for dollar, there is accordingly an amount available for the total appropriation sufficient to match all the Federal money received. As a matter of fact the expenditures for vocational education are made by the local communities throughout the year and far exceed the amount necessary to match the Federal money available. At the end of the year, however, there is added to the Federal money substantial amounts from the State appropriation which vary in proportion with the various forms of vocational education. It is safe to say that approximately the same proportions will be used for reimbursements from State funds as were used during the past year."

¹⁷ Mississippi: Amounts given for 1924 are amounts appropriated for the half year ending Dec. 31, 1923.

¹⁸ Montana: The State executive officer states: "Practically the full Federal allotment has been budgeted. It will be matched by State and local funds."

¹⁹ Nebraska: The appropriations for the several years for A. Agriculture, B. Trade, industry, and home economics, C. Teacher training, have not been budgeted.

TABLE XXII.—Allocation of State appropriations for vocational education to Federal fiscal years ending June 30, 1923, 1924, and 1925—Con.

State	Amount of State appropriation allocated to Federal fiscal year														
	1923					1924					1925				
	Total A, B, C	A For agri- cultural educa- tion	B For trade, industrial, and home economics educa- tion	C For teacher training	For adminis- tration	Total A, B, C	A For agri- cultural educa- tion	B For trade, industrial, and home economics educa- tion	C For teacher training	For adminis- tration	Total A, B, C	A For agri- cultural educa- tion	B For trade, industrial, and home economics educa- tion	C For teacher training	For adminis- tration
Nevada	\$17,065.00	\$1,231.00	\$9,550.00	\$6,284.00	\$442.05	\$16,620.00	\$2,250.00	\$9,070.00	\$5,400.00	\$445.00					
New Hampshire ²⁰	15,000.00			15,000.00		13,000.00			13,000.00		\$13,000.00			\$13,000.00	
New Jersey ²¹	273,642.83	13,060.25	230,603.82	29,978.76	15,000.00	285,573.31	13,060.25	242,534.30	29,978.76	11,000.00					
New Mexico ²²	25,058.17	10,058.17	5,000.00	10,000.00		12,945.00	4,725.00	4,110.00	4,110.00						
New York ²³	87,832.98	140,624.17	652,932.78	78,276.03	23,198.31	78,000.00	(²³)	(²³)	78,000.00	24,000.00					
North Carolina	110,668.89	70,429.41	15,930.10	24,309.38		124,005.97	80,490.76	18,205.83	24,309.38		147,680.13	\$100,613.45	\$22,757.29	24,309.38	
North Dakota	17,795.95		7,795.95	10,000.00	6,362.00	14,000.00		4,000.00	10,000.00	8,950.00	14,000.00		4,000.00	10,000.00	\$8,950.00
Ohio	225,000.00	63,421.34	106,869.56	54,709.10	465.00	247,245.31	71,706.21	120,830.00	54,709.10	870.00	301,629.36	91,960.26	154,960.00	54,709.10	975.00
Oklahoma					10,500.00	33,300.00	15,584.40	15,415.60	2,300.00	10,500.00	33,300.00	15,584.40	15,415.60	2,300.00	10,500.00
Oregon	11,073.28	9,987.18	1,086.10			9,746.79	8,316.27	1,430.52							
Pennsylvania ²⁴	370,000.00	40,000.00	250,000.00	80,000.00	12,000.00	372,500.00	42,000.00	263,500.00	67,000.00	6,000.00	320,600.00	44,100.00	276,500.00		6,500.00
Rhode Island ²⁵	15,000.00					15,000.00					15,000.00				
South Carolina ²⁶	99,100.00														
South Dakota ²⁷	31,921.76	5,326.76	26,595.00		5,000.00					5,000.00					5,000.00
Tennessee	80,000.00	47,920.00	16,160.00	15,920.00		80,000.00	47,920.00	16,160.00	15,920.00						
Texas (no report)															
Utah	16,145.27		2,003.20	14,142.07	16,145.20	7,400.00		1,900.00	5,500.00	6,435.00	7,400.00		1,900.00	5,500.00	6,435.00
Vermont ²⁸	18,000.00	5,000.00	5,000.00	8,000.00		18,000.00	5,000.00	5,000.00	8,000.00						
Virginia ²⁹	99,499.65	55,669.47	21,894.96	21,935.22		(²⁹)	(²⁹)	(²⁹)	(²⁹)			(²⁹)	(²⁹)	(²⁹)	
Washington ³⁰															
West Virginia ³¹	40,000.00				1,000.00	45,000.00				1,000.00	45,000.00				1,000.00
Wisconsin ³²	280,000.00	25,000.00	225,000.00		28,300.00	298,000.00	25,000.00	255,000.00	18,000.00	28,300.00	298,000.00	25,000.00	255,000.00	18,000.00	28,300.00
Wyoming	12,400.00	4,000.00	4,400.00	4,000.00	600.00	15,400.00	4,000.00	6,000.00	5,400.00	600.00	18,400.00	6,000.00	7,000.00	5,400.00	600.00

²⁰ New Hampshire: "No appropriations by State legislature beyond June 30, 1925."

²¹ New Jersey: Amounts given for agriculture and for trade, industry, and home economics include certain sums appropriated and available for matching Federal funds and so used, but not appropriated specifically for that purpose.

²² New Mexico: The appropriation for 1923, providing \$25,058.17 for vocational education, was not distributed between reimbursement and administration expenditures or to the several funds (agricultural, industrial, teacher training). In amount it covered the total of allotments to the State, and has been distributed to the several funds on the basis of these allotments. For 1924 the State appropriation of \$15,000 is a lump-sum appropriation "for vocational education and industrial rehabilitation." This appropriation also has been distributed on the basis of allotments.

²³ New York: For 1924 the appropriation for agriculture, it is estimated, will be \$145,000, and for trade, industry, and home economics, \$750,000. The State does not appropriate money in advance.

²⁴ Pennsylvania: C. Teacher training, includes State supervision.

²⁵ Rhode Island: Annual appropriation for all purposes, \$15,000.

²⁶ South Carolina: A State law provides that the legislature shall appropriate each year a sum equal to the Federal funds available. The State appropriation for the year ended June 30, 1923, was \$99,100, which exceeded the total of Federal allotments (\$72,857.04). Expenditures of State money matched against Federal money in this year amounted to \$46,257.02. The State director submits the following statement: "Our appropriation for the year beginning July 1, 1923, is not made until February or March of this year, when the legislature meets. Since our legislature meets annually, this means that we are unable to give you any exact data on any of the years you have asked for. Heretofore our legislature has always been appropriating an amount of money equal to the Federal funds available. Besides this, they appropriate an additional fund for administering the State-aided work in vocational education."

²⁷ South Dakota: Amounts given as available for matching Federal money in 1923 are expenditures of State money matched against Federal reimbursements in that year. State appropriations are in a lump sum not budgeted to separate Federal funds.

²⁸ Vermont: The amount given in the table for teacher training was matched by the University of Vermont.

²⁹ Virginia: The State assembly of 1924 will appropriate for the biennium beginning Mar. 1, 1924.

³⁰ Washington: The State director submits the following statement: "The State of Washington has appropriated no funds to match Federal funds under the Federal vocational education act. It has, however, appropriated, for the biennium beginning Apr. 1, 1923, and ending Mar. 31, 1925, the sum of \$26,000, to be used by the State board for vocational education for administration and supervision of vocational education under the Federal vocational education act."

³¹ West Virginia: Total A, B, and C includes \$15,000 annually appropriated to the West Virginia University for mining extension classes. Does not include local funds for A, B, and C sufficient to match similar Federal appropriations.

³² Wisconsin: \$25,000 is granted for part-time agriculture only, \$255,000 for aid to vocational schools. A part of this is used for classes not federally aided, but separation is not possible.

SECTION II

CIVILIAN VOCATIONAL REHABILITATION

TABLE XXIII.—Amount expended from Federal, State, and other funds for civilian vocational rehabilitation, by years 1922 to 1924, and by States for the year ended June 30, 1924

State	Amount expended ¹		
	Total	From Federal funds	From State and private funds
Total, 36 States:			
1924.....	\$1,240,665.29	\$551,265.65½	\$689,399.63½
1923.....	1,188,081.80	525,281.14	662,800.16
1922.....	736,267.88	312,463.41	423,804.47
1924:			
Alabama.....	32,982.95	16,269.62	16,713.33
Arizona.....	8,301.90	4,150.95	4,150.95
Arkansas.....	3,485.15	1,733.42	1,751.73
California.....	59,371.17	29,685.58	29,685.59
Georgia.....	23,518.78	11,472.55	12,046.23
Idaho.....	10,051.05	5,000.00	5,051.05
Illinois.....	121,476.97	58,513.20	62,963.77
Indiana.....	23,675.19	11,798.66	11,876.53
Iowa.....	44,419.10	21,998.51	22,420.59
Kentucky.....	45,524.85	22,709.72	22,815.13
Louisiana.....	24,542.12	13,250.12	11,292.00
Maine.....	12,502.29	6,251.14	6,251.15
Massachusetts.....	17,649.44	8,489.00	9,160.44
Michigan.....	50,687.03	25,343.51½	25,343.51½
Minnesota.....	49,253.15	22,675.56	26,577.59
Mississippi.....	36,976.90	17,009.27	19,967.63
Missouri.....	12,931.23	6,443.72	6,487.51
Montana.....	19,134.43	5,205.21	13,929.22
Nebraska.....	19,810.80	9,747.12	10,063.68
Nevada.....	4,648.03	2,274.99	2,373.04
New Jersey.....	104,944.73	29,944.73	75,000.00
New Mexico.....	6,168.26	2,820.75	3,347.51
New York.....	113,782.48	49,037.40	64,745.08
North Carolina.....	45,431.47	16,087.05	29,344.42
North Dakota.....	10,140.24	4,073.50	6,066.74
Ohio.....	79,227.22	39,521.01	39,706.21
Oregon.....	36,337.49	5,242.94	31,094.55
Pennsylvania.....	64,620.97	31,000.26	33,620.71
Rhode Island.....	2,117.57	946.28	1,171.29
South Dakota.....	7,688.83	3,756.44	3,932.39
Tennessee.....	21,561.43	10,742.94	10,818.49
Utah.....	6,132.56	3,057.32	3,075.24
Virginia.....	33,412.65	14,517.80	18,894.85
West Virginia.....	31,361.62	13,850.96	17,510.66
Wisconsin.....	52,480.46	24,715.88	27,764.58
Wyoming.....	4,314.78	1,928.54	2,386.24

¹ Provisional figures, subject to final audit of State accounts.

TABLE XXIV.—*Expenditures for civilian vocational rehabilitation from all funds: Distribution of expenditures covered by the Federal act and distribution of expenditures not covered by the Federal act for the years 1922 to 1924, and by States for the year ended June 30, 1924*

State	Total	Expenditures covered by the Federal act					Expenditures not covered by the Federal act ¹			
		Total	For adminis- tration	For tuition	For instructiona l supplies	Other	Total	For mainte- nance	For equip- ment	Mis- cellaneous
Total, 36 States:										
1924.....	\$1,240,665.85	\$1,120,574.27	\$516,622.90	\$395,444.56	\$64,062.97	\$142,443.82	² \$120,091.58	\$59,550.50	\$3,593.60	\$56,855.91
1923.....	1,188,081.30	1,090,132.84	530,752.59	353,959.20	53,834.41	152,560.39	96,983.71	37,960.43	12,366.01	46,628.27
1922.....	736,267.88	635,370.96	389,174.11	177,543.62	26,635.14	42,018.09	100,896.92	18,309.02	6,341.57	76,346.33
1924:										
Alabama.....	32,982.95	32,825.74	15,216.85	11,472.50	2,122.38	4,014.01	157.21	78.12	79.09	-----
Arizona.....	8,301.90	8,301.90	5,106.32	1,998.56	422.86	774.16	-----	-----	-----	-----
Arkansas.....	3,485.15	3,485.15	2,921.95	154.50	21.00	387.70	-----	-----	-----	-----
California.....	59,371.17	59,371.17	26,544.67	28,879.18	3,931.14	16.18	-----	-----	-----	-----
Georgia.....	23,518.78	22,947.06	10,343.02	7,240.46	1,156.81	4,206.77	571.72	-----	571.72	-----
Idaho.....	10,051.05	10,000.00	3,210.60	5,456.02	638.05	695.33	51.05	-----	15.05	36.00
Illinois.....	121,476.97	121,476.97	34,265.96	54,280.52	9,577.46	23,353.03	-----	-----	-----	-----
Indiana.....	23,675.19	23,671.69	8,572.78	8,135.27	1,641.53	5,322.11	3.50	-----	-----	3.50
Iowa.....	44,419.10	43,998.60	18,373.90	15,108.40	4,653.12	5,363.18	420.50	-----	420.50	-----
Kentucky.....	45,524.85	45,524.85	9,754.29	25,756.71	3,522.10	6,491.75	-----	-----	-----	-----
Louisiana.....	24,542.12	24,542.12	2,076.54	11,579.12	2,277.09	8,609.37	-----	-----	-----	-----
Maine.....	12,502.29	12,502.29	3,572.54	8,339.98	291.78	298.19	-----	-----	-----	-----
Massachusetts.....	17,649.44	16,978.00	10,060.64	4,348.32	580.88	1,988.16	671.44	371.00	300.44	-----
Michigan.....	50,687.03	50,687.03	21,054.30	21,894.43	3,068.90	4,069.40	-----	-----	-----	-----
Minnesota.....	49,253.16	49,200.13	17,044.21	31,263.37	892.55	-----	53.03	-----	53.03	-----
Mississippi.....	36,976.90	34,019.20	10,682.60	9,052.69	5,137.26	9,146.65	2,957.70	2,957.70	-----	-----
Missouri.....	12,931.23	12,931.23	9,522.54	2,641.04	94.45	673.20	-----	-----	-----	-----
Montana.....	19,134.43	17,501.43	8,635.64	6,055.17	1,465.08	1,345.64	1,633.00	1,633.00	-----	-----
Nebraska.....	19,810.80	19,624.70	7,589.34	5,699.25	747.98	5,588.22	186.01	17.03	2.50	166.48
Nevada.....	4,648.03	2,274.99	1,268.43	711.48	63.62	231.46	2,373.04	-----	98.02	2,275.02
New Jersey.....	104,945.27	59,890.54	59,786.45	104.09	-----	-----	45,054.73	-----	-----	45,054.73
New Mexico.....	6,168.26	5,641.50	3,927.52	920.27	517.14	276.57	526.76	-----	154.50	372.26
New York.....	113,782.48	98,074.80	67,318.41	22,052.09	3,051.44	5,652.86	15,707.68	15,313.70	393.98	-----
North Carolina.....	45,431.47	32,475.83	15,034.11	6,733.21	2,837.12	7,871.39	12,955.64	12,955.64	-----	-----
North Dakota.....	10,140.24	8,147.59	2,556.14	3,886.70	1,175.97	528.78	1,992.65	1,992.65	-----	-----

¹ Provisional figures subject to final audit of State accounts.² Includes \$91.57 not distributed reported by West Virginia.

TABLE XXIV.—*Expenditures for civilian vocational rehabilitation from all funds: Distribution of expenditures covered by the Federal act and distribution of expenditures not covered by the Federal act for the years 1922 to 1924, and by States for the year ended June 30, 1924—Con.*

State	Total	Expenditures covered by the Federal act					Expenditures not covered by the Federal act			
		Total	For adminis- tration	For tuition	For instructional supplies	Other	Total	For mainte- nance	For equip- ment	Mis- cellaneous
1924										
Ohio.....	\$79,227.22	\$79,042.05	\$20,363.33	\$39,372.53	\$4,600.71	\$14,705.48	\$185.17		\$155.75	\$29.42
Oregon.....	36,337.49	12,662.72	5,480.51	6,204.72	798.27	179.22	23,674.77	\$15,145.47		8,529.30
Pennsylvania.....	64,620.98	62,000.53	46,490.54	7,904.06		7,605.93	2,620.45	2,620.45		
Rhode Island.....	2,117.57	1,892.57	104.64	1,620.28	167.65		225.00			225.00
South Dakota.....	7,688.83	7,668.83	3,684.83	3,326.04	512.16	145.80	20.00			20.00
Tennessee.....	21,561.43	21,485.90	5,307.07	11,156.42	3,010.28	2,012.13	75.53		48.03	27.50
Utah.....	6,132.56	6,132.56	3,612.10	1,977.40	413.17	129.89				
Virginia.....	33,412.65	29,035.61	12,680.74	5,193.08	1,405.35	9,756.44	4,377.04	3,948.49	428.55	
West Virginia.....	31,361.62	31,270.05	15,300.82	9,629.21	1,570.20	4,769.82	91.57			
Wisconsin.....	52,480.46	49,431.77	29,507.20	13,062.10	1,097.47	5,735.00	3,048.69	2,517.25	506.89	24.55
Wyoming.....	4,314.78	3,857.08	1,651.67	2,205.41			457.70		365.55	92.15

TABLE XXV.—*Availability of Federal, State, and other funds for civilian vocational rehabilitation, by States, for the fiscal year ended June 30, 1924*

State	Amount available		
	Total	From Federal funds	From State and other funds
Total, 36 States.....	\$1,917,063.24	\$848,175.21	\$1,068,888.03
Alabama.....	44,620.49	22,314.93	22,305.56
Arizona.....	10,000.00	5,000.00	5,000.00
Arkansas.....	18,500.37	16,644.37	1,856.00
California.....	65,104.25	32,552.12	32,552.13
Georgia.....	48,861.10	27,507.82	21,353.28
Idaho.....	12,680.67	5,000.00	7,680.67
Illinois.....	186,604.37	61,604.37	125,000.00
Indiana.....	55,677.93	27,836.09	27,841.84
Iowa.....	46,172.50	22,836.05	23,336.45
Kentucky.....	45,910.83	22,955.83	22,955.00
Louisiana.....	29,438.73	17,084.23	12,354.50
Maine.....	13,546.60	7,295.45	6,251.15
Massachusetts.....	64,412.63	36,593.94	27,818.69
Michigan.....	69,693.28	34,846.64	34,846.64
Minnesota.....	63,560.05	22,675.56	40,884.49
Mississippi.....	37,929.43	17,009.27	20,920.16
Missouri.....	43,642.79	32,295.24	11,347.55
Montana.....	20,346.96	5,213.96	15,133.00
Nebraska.....	24,814.38	12,314.38	12,500.00
Nevada.....	13,139.70	5,000.00	8,139.70
New Jersey.....	104,949.65	29,949.65	75,000.00
New Mexico.....	13,196.69	5,000.00	8,196.69
New York.....	168,184.30	98,650.39	69,533.91
North Carolina.....	65,661.26	24,309.38	41,351.88
North Dakota.....	18,394.95	6,144.70	12,250.25
Ohio.....	109,418.20	54,709.10	54,709.10
Oregon.....	115,703.22	7,441.50	108,261.72
Pennsylvania.....	180,132.65	82,832.38	97,300.27
Rhode Island.....	11,136.97	5,741.23	5,395.74
South Dakota.....	11,770.29	5,720.29	6,050.00
Tennessee.....	43,716.12	22,207.82	21,508.30
Utah.....	8,078.24	5,003.00	3,075.24
Virginia.....	56,491.64	21,951.50	34,540.14
West Virginia.....	31,459.60	13,931.73	17,527.87
Wisconsin.....	54,112.40	25,002.29	29,110.11
Wyoming.....	10,000.00	5,000.00	5,000.00

TABLE XXVI.—General statistics of civilian vocational rehabilitation, by States, for the year ended June 30, 1924: Number of rehabilitations, closures, registrations, and live roll

State	Rehabilitations				Other closures					Registrations													
	Total	By placement	After school training	After employment training	Total	Not eligible	Not susceptible	Service rejected	Died	Other	Sex			Age					Origin of disability				
											Total	Male	Female	Under 21	21 to 30	31 to 40	41 to 50	50 and over	Unknown	Employment accident	Public accident	Disease	Congenital
Total, 36 States:	5,594	3,068	2,093	433	9,378	810	1,477	1,330	181	5,580	17,232	14,407	2,568	3,279	3,597	2,770	1,545	1,059	4,981	5,350	2,351	4,060	680
1924.....	4,530	2,843	1,290	397	12,561	648	1,218	1,639	145	8,911	16,864	14,834	2,030	3,329	4,821	3,427	2,243	1,613	1,431	9,221	2,544	4,099	1,000
1923.....	1,890	1,296	385	209	7,052	742	679	759		4,872	15,407	13,748	1,659	2,445	4,728	3,371	1,883	1,452	1,528	7,708	1,853	3,049	2,797
1924:																							
Alabama.....	113	38	47	28	215	41	50	89	4	31	425	349	76	175	152	51	29	18		107	127	148	43
Arizona.....	10	5	2	3	4		3			1	13	12	1	5	3					4	2	5	2
Arkansas.....	3	1	1	1	7	3	2	1		1	16	12	4	11	2	2	1			6	5	4	1
California.....	275	29	228	18	243		26	188	1	28	358	319	39	58	136	95	49	20		222	36	87	13
Georgia.....	65	21	29	15	56	5	13	23		15	191	166	25	74	61	34	15	7		55	37	80	19
Idaho.....	35	13	19	3	47		6	4	3	34	52	49	3	11	23	11	5	2		34	5	10	3
Illinois.....	319	179	137	3	567	63	33	63	8	400	927	830	97	219	280	174	112	62	80	376	292	228	31
Indiana.....	123	51	44	28	184	25	48	48	8	55	235	208	27	64	87	43	23	17	1	76	49	97	13
Iowa.....	101	51	45	5	262	75	110	63	13	1	995	755	238	427	184	169	125	87	1	230	187	490	86
Kentucky.....	268	12	251	5	101	6	6	79		10	215	165	50	88	82	29	14	2		31	79	75	30
Louisiana.....	13		13								113	94	19	19	16	14	14	13	37	30	25	53	5
Maine.....	15	1	12	2	52	9	3	16		24	84	74	10	26	29	16	10	3		40	14	27	3
Massachusetts.....	90	34	46	10	62		8	33	2	19	119	97	22	31	33	26	20	9		64	10	42	3
Michigan.....	286	156	128	2	563	178	126	26	16	217	683	581	102	192	196	127	93	72	3	239	203	210	31
Minnesota.....	210	20	163	27	124	18	45	40	4	17	393	297	96	105	146	79	44	19		154	36	193	10
Mississippi.....	177	45	79	53	129	27	36	23	5	38	1257			91	79	53	21	13		45	64	121	27
Missouri.....	69	21	38	10	50	6	7	25	2	10	118	92	26	23	40	27	14	14		29	31	54	4
Montana.....	36	6	26	4	26	3	1	11	7	4	121	99	22	23	36	29	14	17	2	39	15	58	9
Nebraska.....	61	32	23	6	25	7	4	7	2	5	117	91	26	38	25	35	12	7		33	23	60	1
Nevada.....	8	3	2	3	30		3	7	3	17	75	66	9	18	15	13	21	8		15	21	29	10

New Jersey.....	942	902	24	16	1,789	9	28	34	15	1,703	2,862	2,341	521	392	756	900	433	361	20	1,708	379	677	98
New Mexico.....	4	-----	4	-----	12	-----	4	1	1	6	17	15	2	2	10	3	1	1	-----	1	3	13	-----
New York.....	575	369	206	-----	3,389	165	511	149	22	2,542	5,366	4,710	656	118	183	137	88	49	4,791	370	49	139	17
North Carolina.....	112	42	37	33	132	6	40	36	12	38	459	368	91	179	156	77	32	15	-----	77	88	247	47
North Dakota.....	7	2	5	-----	2	-----	-----	2	-----	-----	27	22	5	8	11	6	-----	2	-----	5	5	11	6
Ohio.....	615	356	228	31	209	5	88	78	14	24	850	710	140	243	238	171	117	79	2	302	160	351	37
Oregon.....	26	-----	20	6	20	2	5	10	2	1	88	88	-----	7	15	27	15	3	21	85	1	-----	2
Pennsylvania.....	415	380	22	13	303	32	63	70	22	116	640	627	13	98	168	175	115	84	-----	559	34	40	7
Rhode Island.....	4	-----	4	-----	3	-----	2	1	-----	-----	12	11	1	3	1	6	1	1	-----	4	-----	6	2
South Dakota.....	17	2	9	6	26	5	5	3	4	9	68	54	14	27	26	11	3	1	-----	17	12	31	8
Tennessee.....	51	-----	41	10	90	5	4	2	1	78	188	148	40	74	74	16	15	9	-----	12	57	97	22
Utah.....	33	-----	17	16	40	-----	17	20	1	2	50	47	3	7	18	20	3	2	-----	37	4	6	3
Virginia.....	120	83	12	25	74	6	30	33	-----	5	115	85	30	57	24	13	12	3	6	34	22	53	6
West Virginia.....	146	46	74	26	228	56	80	65	5	22	391	342	49	152	119	78	24	13	5	163	121	96	11
Wisconsin.....	235	166	45	24	311	53	68	80	4	106	583	472	111	213	165	98	49	46	12	143	152	218	70
Wyoming.....	15	2	12	1	3	-----	2	-----	-----	1	11	-----	-----	1	6	2	2	-----	-----	4	3	4	-----

¹ Includes 257 not separately reported by sex.

TABLE XXVI.—General statistics of civilian vocational rehabilitation, by States, for the year ended June 30, 1924: Number of rehabilitations, closures, registrations, and live roll—Continued

State	Registrations															Live roll								
	Nature of disability															Schooling				Total	Registration pending	In school training	In employment training	In other process of rehabilitation
	Head	Hands	Arm	Arms	Leg	Legs	Hand, arm	Hand, leg	Arm, leg	Multiple	Vision	Hearing	General debility	Miscellaneous	None	Grades 1-6	Grades 7-9	Grades 10-12	Other					
Total, 36 States:	1,826	104	1,242	74	3,543	929	70	54	144	711	953	321	790	6,389	1,384	3,932	4,502	1,983	5,431	13,044	5,440	3,578	626	3,400
1924	3,271	141	1,776	84	4,498	1,130	85	89	257	685	1,157	259	690	2,742	2,592	6,756	5,117	1,647	752	11,267	4,175	3,115	662	3,315
1923	2,407	127	1,391	71	3,257	1,169	50	68	142	518	1,263	211	671	4,062	1,713	5,808	4,733	1,587	1,566	8,147	2,838	2,179	592	2,538
1922																								
1924:																								
Alabama	46	1	49	3	167	54		1	10	21	27	8	29	9	22	144	140	97	22	383	269	69	45	5
Arizona			1		5	2				2	1		2		2	3	6	2		17	5	7	5	
Arkansas	3				5	5							2			5	8	3		6	3			1
California	50	3	39		73	16	3	3	3	21	42	22	18	65	8	94	137	90	29	424	140	233		51
Georgia	24	1	19	1	74	14	3	3	4	3	33	4		8	9	77	76	25	4	267	155	89	13	10
Idaho	9		5		17	1	1	1		1	8	2	6	1	1	3	35	12	1	75	9	27	6	33
Illinois	141	12	109	8	379	66	1	4	2	2	44	24	10	125	321	128	322	92	64	859	427	384	5	43
Indiana	20	4	14		99	24	2		1	2	11		4	54	2	51	98	62	22	261	113	96	26	28
Iowa	42	9	65	5	310	116	4	7	19	116	69	47	45	139	10	151	452	314	66	741	339	141	5	256
Kentucky	9	2	23	1	99	23	1	1	9	15	7	4	1	20	3	36	115	40	21	48				
Louisiana	1		10	1	58	8		1		2	30	1		1		4	2	3	104	56		38	1	17
Maine	18	2	13		19	5	1				9		3	14	4	19	41	16	4	74	9	36	3	26
Massachusetts	24	3	8		24	9	2		1	2	2	22		22	3	30	49	31	6	209	34	143	17	15
Michigan	157	5	41	6	149	32	5	2	5	25	89	1	97	69	53	169	286	114	61	746	385	225	15	121
Minnesota	45	3	41	2	65	38			4	13	64	11	89	18	3	79	204	99	8	420	48	225	55	92
Mississippi	9		30		120	31	4		13	18	15	6	7	4	20	68	108	44	17	744	424	118	38	164
Missouri	8	2	7		31	10	2		3	13	18	2	2	20	5	22	52	23	16	129	80	39	2	8
Montana	4		9		22	7				15	12	2	49	1	3	40	55	18	5	174	21	44	2	107
Nebraska	4		9		42	10			1	9	2	7	9	24		36	41	31	9	139	17	69	6	47
Nevada	6		7		15	6			1	6	14	2	1	17	7	9	36	18	5	37	30	7		

New Jersey.....	606	27	335	34	509	108	21	10	20	162	166	73	273	518	675	1,392	580	185	30	131	33	2	6	90
New Mexico.....			1		2					1	1			12	2	2	8	3	2	40	9	19	3	9
New York.....	160		54		109					47	23	11		14,878	3	135	313	92	4,823	2,402	1,342	274	107	679
North Carolina.....	13	2	41	1	197	93		5	10	17	28	4	8	40	66	226	114	52	1	654	237	92	30	295
North Dakota.....		1	4		4	8					6			4	2	4	10	11		26		22		4
Ohio.....	131	9	60	3	246	97	6	6	9	19	64	38	35	127	27	226	395	171	31	988	289	512	95	92
Oregon.....	8		17		19	4	3			3	14	1	2	17		18	50	20		70		46	4	20
Pennsylvania.....	161	4	78		214	19	1	3	5	3	30	1	27	94	65	274	238	41	22	800	82	47	5	666
Rhode Island.....	1		2		2		1				6				2	1	7	2		22	5	12	1	4
South Dakota.....	4		8		13	18			1	1	6	4	4	9		10	29	20	9	154	87	33	10	24
Tennessee.....	4		15	1	73	15		1	5	8	43	8	4	11	3	39	77	59	10	387	140	167	5	75
Utah.....	12	1	5	2	5	2	1		2	8	12					13	26	9	2	60	10	13	10	27
Virginia.....	9	2	12		37	12			1		3	1		38	18	68	19	5	5	119	50	38	25	6
West Virginia.....	28	7	55	3	165	40	7	2	7	18	22	3	7	27	31	143	150	58	9	615	401	116	60	38
Wisconsin.....	69	4	56	3	170	34	1	4	8	137	31	12	54		14	212	219	116	22	754	198	185	17	354
Wyoming.....					5	2					1		2	1		1	4	5	1	13	1	8		

¹ New York reports in addition the following cases of disability: Foot, 33; head, 13; and back, 38.

TABLE XXVII.—*Interest earned on Federal civilian vocational rehabilitation funds deposited with State treasurers for the year ended June 30, 1924*

Total.....	\$6,420.52	Massachusetts.....	\$820.81	Pennsylvania.....	\$1,451.70
Arizona.....	69.63	Mississippi.....	70.19	Rhode Island.....	89.22
Georgia.....	318.16	Missouri.....	598.71	South Dakota.....	81.72
Idaho.....	16.65	Montana.....	35.79	Utah.....	28.39
Illinois.....	211.34	Nebraska.....	3.30	Virginia.....	412.38
Indiana.....	250.89	New Jersey.....	37.58	West Virginia.....	47.34
Iowa.....	150.69	New Mexico.....	47.28	Wisconsin.....	112.94
Kentucky.....	65.21	New York.....	1,122.38	Wyoming.....	89.73
Maine.....	97.09	North Carolina.....	36.88		
		Ohio.....	204.25		

TABLE XXVIII.—*Allotment of Federal civilian vocational rehabilitation funds to States for the year ended June 30, 1924*¹

State	Allotment to States		
	Total	On basis of population	From special funds
United States.....	\$1,017,774.65	\$1,000,000.00	\$17,774.65
Alabama.....	22,305.56	22,305.56	-----
Arizona.....	5,000.00	3,174.24	1,825.76
Arkansas.....	16,644.37	16,644.37	-----
California.....	32,552.12	32,552.12	-----
Colorado.....	8,925.64	8,925.64	-----
Connecticut.....	13,114.76	13,114.76	-----
Delaware.....	5,000.00	2,118.33	2,881.67
Florida.....	9,199.60	9,199.60	-----
Georgia.....	27,507.82	27,507.82	-----
Idaho.....	5,000.00	4,102.34	897.66
Illinois.....	61,604.37	61,604.37	-----
Indiana.....	27,836.09	27,836.09	-----
Iowa.....	22,836.05	22,836.05	-----
Kansas.....	16,806.36	16,806.36	-----
Kentucky.....	22,955.83	22,955.83	-----
Louisiana.....	17,084.23	17,084.23	-----
Maine.....	7,295.45	7,295.45	-----
Maryland.....	13,770.49	13,770.49	-----
Massachusetts.....	36,593.94	36,593.94	-----
Michigan.....	34,846.64	34,846.64	-----
Minnesota.....	22,675.56	22,675.56	-----
Mississippi.....	17,009.27	17,009.27	-----
Missouri.....	32,335.48	32,335.48	-----
Montana.....	5,213.96	5,213.96	-----
Nebraska.....	12,314.38	12,314.38	-----
Nevada.....	5,000.00	735.30	4,264.70
New Hampshire.....	5,000.00	4,208.89	791.11
New Jersey.....	29,978.23	29,978.23	-----
New Mexico.....	5,000.00	3,423.00	1,577.00
New York.....	98,650.39	98,650.39	-----
North Carolina.....	24,309.38	24,309.38	-----
North Dakota.....	6,144.71	6,144.71	-----
Ohio.....	54,709.10	54,709.10	-----
Oklahoma.....	19,266.88	19,266.88	-----
Oregon.....	7,441.50	7,441.50	-----
Pennsylvania.....	82,832.38	82,832.38	-----
Rhode Island.....	5,741.23	5,741.23	-----
South Carolina.....	15,993.88	15,993.88	-----
South Dakota.....	6,046.63	6,046.63	-----
Tennessee.....	22,207.82	22,207.82	-----
Texas.....	44,296.50	44,296.50	-----
Utah.....	5,000.00	4,268.86	731.14
Vermont.....	5,000.00	3,847.75	1,652.25
Virginia.....	21,935.22	21,935.22	-----
Washington.....	12,886.69	12,886.69	-----
West Virginia.....	13,903.85	13,903.85	-----
Wisconsin.....	25,002.29	25,002.29	-----
Wyoming.....	5,000.00	1,846.64	3,153.36

Allotments for 1922 and for 1923 were the same in amount as given in the table for 1924.